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REPORT OF THE PRESIDENT

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REPORT OF THE PRESIDENT

To the Board of Trustees,
University of North Carolina:

I have the honor herewith to submit my report, and the reports of the University officials, for the current year.

I

Deaths

Since my last report your board has lost by death William Nash Everett, John Washington Graham, and Carl Putnam Parker. The first two were members of your Executive Committee, and Mr. Everett was also a member of your Building Committee. Major Graham was the oldest member of your board. Appropriate memorials for these distinguished citizens and friends of the University have been presented and are a part of your permanent records elsewhere.

The faculty has lost by death during the twelve months George B. Logan, Reference Librarian in the University Library, and Andrew Henry Patterson, Head of the Department of Physics and Dean of the School of Applied Science. The faculty records its sense of sorrow at these losses. Mr. Logan, though comparatively a newcomer to Chapel Hill, had won a place for himself both through his ability and his personality. His admirable book, "Liberty in the Modern World," published since his death, is a fine evidence of the quality of his intellect. Dean Patterson was known to you all, and the story of his contributions to the University of North Carolina is a matter of permanent record in your memorial. Nothing that concerned the University of North Carolina was outside the scope of his interest. He never refused a duty or failed in a friendly act. We have lost an effective member of the faculty, but we have also lost a friend and a rare personality, and his loss the University community mourns.

Faculty Changes

I give below the changes that have been made in the faculty since my last report:

The following resignations took effect September 1, 1928: C. M. Baker, Professor of Library Administration and Assistant Librarian; E. K. McGinnis, Visiting Professor of Law; C. D. Snell, Director of the Extension Division; W. N. Evans, Professor of Law; H. F. Janda, Professor of Civil Engineering; H. M. Cassidy, Associate Professor of Economics; H. D. Learned, Associate Professor of Romance Languages; T. W. Holland, Assistant Professor of Economics; J. R. Abernethy, Instructor in Mathematics; J. A. Padgett, Instructor in History; J. W. McCain, Jr., Instructor in English; F. T. Reynolds, Instructor in English; H. A. Pochman, Instructor in English; J. W. Harris, Jr., Instructor in English; Leon Wiley, Instructor in French; J. R. Patrick, Instructor in Psychology; J. M. Foushee, Instructor in Engineering.

The following are on leave of absence as indicated: H. W. Odum, Kenan Professor of Sociology, Director of the School of Public Welfare and Director of the Institute for Research in Social Science, and J. B. Bullitt, Professor of Pathology, are on leave for the year on the Kenan Foundation. Paul Green, Assistant Professor of Philosophy, is on leave for the year as a Guggenheim Fellow; C. P. Spruill, Associate Professor of Economics, is on Sabbatical leave. E. V. Howell, Dean of the School of Pharmacy, and A. S. Wheeler, Professor of Chemistry, are on leave for the fall quarter. W. C. George, Professor of Histology and Embryology, is on sick leave 1928-1929; E. W. Zimmermann, Professor of Economics, is on leave for the winter quarter.

The following have returned to service from leave during 1927-1928: H. W. Chase, President; Norman Foerster, Professor of English; A. C. McIntosh, Professor of Law; F. P. Venable, Kenan Professor of Chemistry; M. R. Trabue, Professor of Education; M. A. Hill, Jr., Assistant Professor of Mathematics; S. H. Hobbs, Jr., Associate Professor of Rural-Social Economics; R. R. Potter, Assistant Professor of English; V. A. Hoyle, Instructor in Mathematics.

The following have been added to the faculty:

L. L. Bernard, Professor of Sociology; M. T. Van Hecke, Professor of Law; R. W. Morrison, Associate Professor of Education; Harry D. Wolf, Associate Professor of Economics; Donald Coney, Associate Professor of Library Administration and Assistant Libra-

rian; S. A. Emery, Assistant Professor of Philosophy; James Gilbert Evans, Assistant Professor of Economics; C. G. Robeson, Instructor in History; L. J. Bell, Instructor in German; W. L. Wilson, Instructor in English; J. P. Madden, Instructor in English; D. R. McKee, Instructor in French; H. N. Dewick, Instructor in Psychology; E. H. Hicks, Instructor in Education; John E. Carroll, Instructor in Romance Languages; C. E. Felton, Instructor in Engineering; I. C. Cauthen, Instructor in History; A. R. Hollett, Instructor in Engineering; R. F. Stanback, Instructor in Electrical Engineering; Elizabeth T. Alling, Visiting Teacher with the rank of Instructor in Education; M. L. Radoff, Instructor in French; A. G. White, Instructor in Economics.

Promotions in rank among the faculty were made as follows:

Associate Professors English Bagby, F. C. Vilbrandt, H. D. Meyer, and W. E. Caldwell were promoted to full professorships, and R. M. Grumman, Acting Head of the Extension Division, was made Director of the Extension Division; Assistant Professors J. N. Couch, W. D. MacMillan, III, A. C. Howell, G. L. Paine, H. F. Munch, H. H. Staab, E. K. Kane, M. S. Heath were promoted to associate professorships; Instructors R. W. Bost and R. P. McClamroch were promoted to assistant professorships.

II

The Past Decade

Growth and Expansion

Ten years have passed since the country emerged from the World War. The University, in common with the other educational institutions of the country, found itself in the autumn of 1918 confronted by the duty of training soldiers for the American army. It passed through its own hour of tragedy with the deaths of President Graham and Chairman Stacy. It found, once the war was over, its portals invaded by an eager throng of youth with whom it must deal, even though its facilities in every direction were sharply limited.

We have come to the end of the decade which began under such auspices. It is perhaps fitting, therefore, that I should devote a section of this report to a summary of the development of the University during this period. In the first place, it has been a decade of in-

creased financial support by the state. Maintenance funds appropriated by the state have increased from $217,000 in 1919-20 to $880,000 in 1928-29. During the same period, beginning in 1921, the state has appropriated a total of $5,160,000 for buildings and permanent improvements. These facts are given in summary in the table below:

TABLE I

Year	*Maintenance*	*Improvement*
1919-20	$ 217,083.26	
1920-21	349,166.61	
1921-22	465,416.65	$1,490,000.00
1922-23	480,000.00	
1923-24	650,000.00	1,650,000.00
1924-25	725,000.00	
1925-26	712,500.00	800,000.00
1926-27	800,000.00	
1927-28	850,000.00	1,220,000.00
1928-29	880,000.00	
Total	$6,129,166.52	$5,160,000.00

This same decade has seen the University's greatest expansion. The student body of the University before this time had reached its highest point in 1916-17, during which year the University had enrolled 1,028 students. The total student enrollment for the session of 1927-28 had grown to 2,825, an increase of nearly three times. In addition, the student population of the University has increased remarkably in other directions. In the Summer School of 1916-17 there was a total of 275 students doing work for college credit and some 600 normal students, all enrolled in a six-weeks' session. In the summer of 1928 for the first time all students were enrolled in courses for college credit. The six-weeks' Summer School has grown to a summer quarter of twelve weeks. There has been a steady advance in the standards of its work. It enrolled during this last summer 1,752 people for the first six weeks and 904 for the second session, and conferred a total of 92 degrees at the end of its work. Just as remarkable has been the increase of students doing regular work through correspondence and extension classes under the direction of the Extension Division. This growth has come practically altogether since the war. In 1919 a total of 24 students were enrolled in the correspondence courses of the Extension Division.

This constituted the entire off-campus registration of the University. For the last year a total of 3,514 people were enrolled in correspondence and extension courses, 1,695 of these in correspondence courses and 1,819 in extension classes held in various centers throughout the state.

This increase in the student body of the University has naturally been accompanied by an increase in the University faculty. Of men holding positions of faculty rank, that is above the grade of instructor, there were 66 a decade ago. This figure has increased during the ten years to 158. A total of twelve instructors in 1918-19 has increased to 43, and 24 teaching fellows doing part-time instruction have been added to the staff.

The physical expansion of the University during the decade has been equally remarkable. Since 1920 the University has added to its physical plant the following structures: eight dormitories for men and one for women have been erected; Saunders Hall, erected for the social sciences, will care permanently for history. Its companion building, Murphey, houses the departments of English and Literature; Manning Hall has provided a permanent home for the Law School; Venable Hall provides excellent facilities for the Department of Chemistry; Bingham Hall, soon to be completed, will permanently house the School of Commerce and the Department of Economics. The University Library, which will be finished this spring, will relieve a very difficult situation in what has come to be the central workshop of the modern university, and will provide adequate facilities for the housing and effective use of the University's rapidly growing and valuable library collection. In addition to the above new structures, a wing has been added to Davie Hall, relieving the congested situation in botany and zoölogy, and two wings have been added to Phillips Hall to meet the needs of the growing work in physics, mathematics, and engineering. Much thought has gone to the reworking of the older buildings on the University campus. The general plan has been to fireproof and remodel the interiors, leaving the exteriors as they have always been. Old East and Old West have been made into excellent dormitory buildings. New East has been remodeled for the Department of Geology and New West for Psychology. The South Building, formerly a dormitory, has been transformed into headquarters for the

University administrative offices and for the Extension Division. The Smith Building, through the generosity of Mr. Robert K. Smith and the Carnegie Corporation, has been made into a little theatre for the Carolina Playmakers. The Mary Ann Smith Building has become a dormitory for graduate students. The building formerly occupied by chemistry has been remodeled for the use of the School of Pharmacy. Many additions have been made to the service facilities of the University; a railroad spur has been run from Carrboro to the campus, a laundry building erected, and additions made to the power plant. The beginnings of an enlarged water supply have been made; roads, paths, increases in sewers and water facilities have been carried through. The telephone system has been modernized.

From private sources has come the beautiful Kenan Memorial Stadium, which has enabled us to take a long step toward putting our athletic life on a higher basis. Alumni contributions have made possible what has been completed of the Graham Memorial Building designed for use as a student center.

Scarcely to be separated from the physical expansion of the University itself is the growth in the community of Chapel Hill during this same period. In the first place, four large, new churches, whose prime function is the service of the student body, have been completed during the period. These, in order of their erection, represent the Presbyterians, Baptists, Episcopalians, and Methodists. To the residential development of the town the University has contributed during the period by building twenty residences for the housing of its faculty and employees. Again, the general road program of the state has removed the isolation formerly so characteristic of Chapel Hill, while the erection of the Carolina Inn has been of great value to the University in affording provision for entertainment and for national, sectional, and state meetings.

The expansion of the University has necessitated a reworking of its methods of carrying on its business life. In the handling of all its funds, for example, it adopted ten years ago a definite budget system. Its building operations, under the direction of an able committee of your Board, have gone forward under a type of contract and with a general plan which has resulted, in a difficult location, in the erection of good buildings at low cost. Many reorganizations of an administrative sort also have been necessary. In general, the

creation of administrative boards for the several schools has relieved the general faculty of much routine. Further study of the proper powers and functions of these boards and of their relation to the special faculties and the general faculty is now under way. The creation of the office of Dean of Students has made possible a marked advance in the effectiveness of the organized contact of the University with student life and problems. The University has been called upon to handle large problems, and its success in so doing has been made possible only by intelligent organization of the type which I have suggested. While time and thought expended on such problems may seem to bear no obvious relation to the advancement of teaching and research, the indirect relation is none the less exceedingly important. In a modern, complex university, unless many baffling problems of organization can be successfully thought through, teaching and research are handicapped by irritations, embarrassments, and inefficiencies that good organization should make possible.

Schools and Divisions During the same period three new schools have been added to the University. The School of Commerce was established in 1919, the School of Public Welfare in 1920, and in 1923 the long existing courses in engineering subjects in the University were organized into a School of Engineering. I have commented in various reports on the significance of these additions to the University's life. I need perhaps only say here that, as you are aware, we have striven faithfully to interpret the increasingly complex life of a growing state. In addition to the above schools, work has been added in dramatics, journalism, music, and sociology.

In certain of the professional schools the period has seen a definite forward movement. The Law School has been greatly strengthened in faculty and standards. In conformity with the requirements of the American Bar Association, it requires two years of college work as a prerequisite for entrance and three years of legal study for the degree. The School has also been housed within a commodious new building. Its library has been strengthened both from University funds and by a gift of $10,000 in memory of the late Dean McGehee. *The Law Review,* issued by the School, has been warmly commended, and the fine work of the Law School Association is bringing the School annually into more vital touch with the practice of the profession.

The School of Education was enabled to take a definite forward step when in 1926 the General Education Board granted it the sum of $15,000 a year for five years, in order to make possible payment of the salaries of six competent people who should teach courses in fundamental high-school subjects, both in the high school of the town and to intending teachers in the School of Education. Theories of what constitute proper training for a teacher are undergoing rapid modification. One of the most encouraging tendencies in this field in my opinion is the very move which has been made possible here by this gift, namely, that of the provision of what might be termed adequate clinical facilities in somewhat the same way as the medical student has come to center his training around bed-side visits. Indeed the advantages to the pupils taught under such a system are as great as those to the patients treated in hospitals and under a type of supervision which embodies the fullest resources of medical science. A second advance for the School of Education has come through the breaking down of the barrier which had always existed against women members of the faculty. In the interest of the development of work in elementary education women members have been admitted to the faculty of the School by your Board. This was a necessary prerequisite to sound progress in the field of elementary education.

This same decade has witnessed practically the entire development of the Graduate School as a serious University enterprise. Its growth in numbers has been much greater in proportion than that of the University as a whole. Until after 1920 not over 40 graduate students had been registered in any one year. For the year 1927-28 the registration included 205 students for the regular session and 378 students during the summer quarter. For the current year these graduate students are from 80 institutions and from 20 states, nine of which are outside the South. Seventy-two of these students already hold the master's degree and are working toward the doctorate. Last year 84 master's degrees and 15 doctor's degrees were awarded by the University. Perhaps the most obvious function of a graduate school is to train teachers. Most graduate students become instructors in colleges or in large public school systems. If graduate instruction had no other purpose, it would be deserving of ample support for this reason alone. In these days of intense com-

petition for men and women of quality and training to maintain and advance the level of a college or university faculty is a difficult and often a baffling task. The development of our Graduate School has made possible not only the enrichment of our own faculty, but the rendering of a distinct public service to this entire section. There is scarcely an important institution from Virginia to Texas on whose faculty there is not at least one member who has done graduate work at Chapel Hill. Such has been the most immediate and obvious return for this development. Of the general stimulation to the advancement of knowledge which has resulted, of the training of research men here and there, of the vitality that comes to an institution that pitches its tents on the frontiers of knowledge; of these more intangible things I shall have something to say in a later paragraph.

In 1912, the University organized a Bureau of Extension under the direction of L. R. Wilson, University librarian. This bureau made valuable contributions in various directions. So striking indeed was its success and so apparent the value of its work that it outran the organization with which it had been started, and was reorganized in 1921 under the supervision of a full-time director as the University Extension Division. Its work has gone steadily forward. A review of the total number of students served by extension class and correspondence courses shows that since its reorganization in 1921 it has given correspondence courses to a total of 8,401 students and extension class instruction to a total of 7,934. These 16,335 students of the University, while some of them have never been on its campus, have none the less come into vital contact with the state's chief institution of learning and have profited by its existence. The varied services of the Extension Division do not summarize well within a brief compass. The director submits a complete report as a part of this publication, and to this report I must refer for an inclusive statement of the work of the Division at the present time.

A striking development of this decade has been that of the University Library. In 1918-19 it possessed a total of 88,316 volumes. During the decade this collection has more than doubled. It consists at the moment of 200,000 volumes; a larger library, in other words, than any in the South with the exception of the University of Texas. This growth of the library is itself an inspiring

fact, but even more interesting to me are the figures which show the increased circulation of library materials. In 1918 the circulation for the year was 26,327 volumes. In 1928 this circulation had increased to 243,579 volumes for the year. In other words, while the library collection doubled, the use of books at the University of North Carolina during the decade multiplied ten times. This seems to me a striking testimony of the standards of University work and of the careful selection of library material. The new library to be finished this summer will house about 400,000 volumes with its present stack equipment. It is altogether probable that our library collections will double again within the decade which follows—that is, will require additional stack space within ten years. Housed in this new building, physically the most important building on the University campus and splendidly adapted to its purposes, the University Library should increase its usefulness even more, both to students of the University and to scholars and investigators from the state and elsewhere.

New Enterprises At this point I desire briefly to call your attention to certain important new enterprises which the University has been enabled to undertake during the ten years. In 1924, under the stimulus of a grant from the Laura Spelman Rockefeller Memorial the University set up an Institute for Research in Social Science designed to forward especially the gathering of knowledge regarding the social and economic life of this region. I have spoken in previous reports of the great importance of such an enterprise. In these states, now called upon to adapt themselves so rapidly to changing economic and social conditions, certainly men need an understanding of the forces that shape behavior and of the problems that lie at the roots of our common life. The work of the Institute for Research in Social Science is contributing to such an understanding. Such contributions come about in the first instance through the accumulation of data by research. Such data, through teaching and publication, gradually work their way into the common fund of knowledge, become a part of the general stream of thought. The Institute is not striving for sudden or dramatic results. It is setting itself patiently to the more difficult task of gathering through the years materials which will be effective contributions to the common stock of knowledge concerning fundamental problems with which the South is faced.

In 1923 the University Press was organized for the publication of volumes of significance in the field of scholarship. The five years of its existence constitute a time of marked success. It has published during this period 50 volumes. Some indication of the quality of these books may be seen from the fact that four of them have been selected by the Committee on Intellectual Relations of the League of Nations as belonging for the year of their publication among the 40 most significant books published in America. Such a record is extraordinary for an enterprise so young. It should contribute not only to the stimulation of the intellectual life of the University, but to the stimulation of publication and reading in the South as a whole.

University Standards Probably the most striking single testimony to the national standing of the University during this period has been its admission to the group of 28 universities in the United States and Canada known as the Association of American Universities. This group is composed of the outstanding universities of the continent, both those under state control and those which are privately endowed. Membership in this association means naturally that the University of North Carolina is recognized in the educational world as one of the significant educational institutions in America. It speaks volumes for the standards of work maintained at the institution. It is, in fact, the only southern institution ever admitted to membership since the foundation of the association, the University of Virginia being a charter member.

Evidences of the standing of the University in the field of scholarship continue to multiply. The most recent is to be found in the volume entitled *A Survey of Research in the Humanistic and Social Sciences* compiled by the American Council of Learned Societies under the direction of Professor Ogg. Mr. Ogg says, "The leadership in the new research movement in the South is traceable to one institution and to certain men and women in it, namely, the University of North Carolina. The explanation of this leadership seems to lie in an unusually keen appreciation of the possibilities of service to the people of the state, in the presence in the faculty of many vigorous, ambitious, and productive scholars, and in liberal support of research interests by the administrative authorities, facilitated, no doubt, by the notable economic and industrial development which the state has of late experienced."

Student Life At the same time there have been significant contributions to the undergraduate student life of the University. In the first place, the physical standards of this life have been greatly bettered by the erection of new dormitories and the modernizing of the older group. Provision has been made at the same time for increased attention to the general physical welfare of students through the addition of playing fields, tennis courts, and the development of a system of intramural athletics. To the organized athletic life of the University the Kenan Memorial Stadium offers a beautiful and adequate setting. I have already spoken of the increased effectiveness of the University's dealings with student life and organizations through the office of the Dean of Students. And, at the same time, the deans of the various schools are caring effectively for the students in their units. I firmly believe that through proper organization it is possible to bring to bear on students in a large institution more varied and more helpful counsel and guidance than a small college can undertake. The University Y. M. C. A. has kept pace in its development and thinking with the growth of the campus. The churches of the state are coöperating through the fine structures which they have erected with the inclusion of student pastors and social rooms for student life. Religious instruction, which has been offered for the past three years through a coöperative effort of the churches will, by the decision of your Board, be taken over by the University through the establishment of a faculty chair.

The spirit of student life at the University is reflected in the traditional system of student self-government. A recently compiled history of this system here at the University has been written by Mr. Fordham, and has been sent to members of your Board. The decade of rapid growth in student numbers has involved a real testing of the vitality of this system. There was a time during the first years of rapid expansion in which its success seemed somewhat doubtful. That time has passed. Adaptations of the system to new conditions are constantly being worked out. Increased responsibilities, for example, have been thrown on the inhabitants of individual dormitories through their elected dormitory officials, and, in general, the sense of student responsibility for our community life is high. Such a system is as subject to human limitations in its operation as is any system of government. I am convinced, how-

ever, that we can best train men for life in a democratic state through the development of a sense of individual responsibility and initiative. An interesting development in this direction has been that of a system of voluntary class attendance for juniors and seniors based on the theory that individual responsibility for work must lie at the heart of any system that really educates.

Faculty The work of attempting to maintain and strengthen a faculty of high quality during this period has not been without its difficulties. The standing of many of our men makes it inevitable that they should receive invitations from other institutions, and our scale of salaries has made it very difficult in many instances to hold our men. The loyalty and devotion of those who have stayed must be a source of great satisfaction to us all. Our greatest single financial asset in faculty building during the period has been the existence of the Kenan Salary Fund, which has enabled us both to hold and to add good men. This fund, however, is doing all that it can. A growing faculty inevitably contains men not on the Kenan basis, but whose work is distinctive and who should be recognized. Your Board has already adopted the principle of such recognition and funds to carry the project into effect are urgently needed. The University faculty is a strong group. In its scientific departments six men are listed among the thousand leading men of science in America, while in the non-scientific departments we possess a large group of men of high standing and reputation. The presence of such a faculty is significant to the youth of this state in the opportunities for competent instruction which it opens to them, and it is my earnest wish that we may take measures not only to maintain, but to increase the quality of this group.

I have tried to set down in what has preceded some of the things that have come to my mind as I have rehearsed the development of the University in these last ten years. One thing which stands out in my mind is the coöperative character of what has been done. It is a development in which our alumni, citizens of the state, state officials and legislatures, trustees, faculty, and students have all had their share. Within the decade, for example, falls the remarkable popular campaign for increased facilities in higher education which enlisted leading citizens from all over the state regardless of institu-

tional lines. University alumni have given time and money. Your Board has always been ready with the thoughtful consideration of University matters. The University faculty has responded to the increased demands inevitably made upon it and has shown ability to utilize wisely and judiciously the increased resources which have been put at its disposal, while the increased student body has proved thoroughly coöperative and alert to its enlarged opportunities. If I were to sum it all up, I should say that the significant thing about these ten years has been the development of the institution in the direction of a modern university, rooted in the soil of North Carolina and yet with national standards and ideals. I do not mean for one moment that the University of North Carolina was not a university and has suddenly become one. I do mean that the men and the tendencies at work here through long years, reinforced by enlarged opportunities and able associates, have brought the University forward with great rapidity as its energies have been more and more released by more adequate provision for its work. Today grows out of yesterday, and the fine traditions of 135 years of existence laid a sure and solid foundation on which new structures could be erected with assurance. The solid respect for scholarship and for proper standards, the keen sense of service to the state, the productive and vital life, with which we came into the decade, have made possible a solid growth and development which could not have gone forward without them. The University of today is solidly based, because it has developed from the University of the years that have passed.

III

TOWARD THE FUTURE

I am not optimistic enough to assume that the University during these ten years has reached a point at which it can pause with any degree of complacency. There are many things of great importance which urgently press upon us and I wish to enumerate here briefly some of the tasks to which we must devote ourselves.

Salaries and Retiring Allowances I have already spoken of the difficulties of maintaining here a faculty of the quality which we all desire to see. If the level of the faculty is to be maintained and raised as the years go by, two things in my judgment are

immediately and urgently essential. First of all, the level of faculty salaries must be increased. It must be remembered that in the long run salary levels are fixed not by individual institutions but by their common practice and competition. Institutions which disregard general standards in such matters do so to their own deep disadvantage. I know that members of your Board with whom I have repeatedly discussed this matter agree with this position. Our situation in this respect becomes more difficult year by year and it is my earnest hope that with your active support no further delay in securing some measure of relief may be experienced. We need in addition a flexible fund for rewarding distinctive achievement. Of this I have already spoken to you and you have agreed in principle. With a general increase in salary levels and with the possibility of individual rewards for distinguished achievement we can face the future with more security. A second measure of importance which concerns the faculty has to do with the setting-up of a system of retiring allowances. On this point your Board has never taken definite action. I think it should take such action. Men who spend their lives in the service of an institution have the right to expect that in their old age provision will be made for them. The existence of such retiring allowances in institutions is the strong argument for the holding of able men. The lack of them imposes a difficulty, in some cases an almost impossible task, on faculty members of moderate salaries who must in many cases carry the burden of teaching in years when they should be enjoying well-earned rest. I commend to your earnest consideration, then, both these things which are in the interest of the strengthening of the University at its central point.

Buildings Great progress has been made during the decade in meeting the material needs of the University. Of those which remain, the most important new structures seem to me to be a gymnasium and physical education building, a building making more adequate provision for the Medical School, the completion of the Graham Memorial Building, and a proper laboratory school for the School of Education. I do not think the case for any of these needs argument. The old gymnasium built for $25,000 in 1904 is inadequate even for the freshman class. The new building should be the nucleus of the enlarged program of the physical training and health instruction at the University. This program is intended to produce not ath-

letes but men of sound bodies for more effective citizenship. Many of the physical difficulties which are so widely prevalent among young men can be completely overcome or greatly diminished if proper facilities for physical education are provided. Modern work in physical education is a supervised and purposeful attempt at proper physical development adapted to the needs of the individual and having as its objective the development of all-round physical soundness and the formation of physical habits which shall continue on through life. Our present medical building, which was erected in 1912, is badly overcrowded and not well arranged for doing work of modern standards in medical education. Your Board has determined wisely to maintain and strengthen the present two-year Medical School. This involves a gradual strengthening of the faculty and the provision of proper quarters. The alternatives of enlarging the present building or erecting a new structure were presented to your Executive Committee and they decided upon the erection of a new building, the present structure to be used for some other purpose. The Executive Committee also agreed that we should lay before the Budget Commission the project of completing the Graham Memorial Building. Here is one of the most valuable potential assets to our student life. Your Committee has experienced a very high mortality among the funds pledged for its erection. It has built ahead as fast as money would allow but there is still $100,000 needed for the completion of the building. I very much hope that it may go forward in order that the present generation of students at the University may derive benefit from its existence. Concerning the laboratory building for the School of Education, I shall have something to say a little later. For the moment, let me merely add that other essential features for permanent improvements include the reworking of the old library for classroom purposes, the completion of an adequate water supply which will furnish proper storage, additions to the woman's building, provision for departmental equipment for service and for the proper treatment of the large new campus area which will be brought into use as soon as the new library is completed.

Additions and Reorganizations Several projects for the enlargement of our University life are at present under consideration by you. At the meeting of your Board in June you adopted the faculty's suggestion that there should be added to the faculty of the Univer-

sity a chair for the study of religions by passing the following resolution: "Resolved: That the Trustees favor the inclusion in the University curriculum of instruction in the history and literature of religions on the same basis as instruction is given in the other fields of human activity, this work to be given by instructors chosen by the Board of Trustees of the University. Resolved further, that a committee of seven be appointed to work out the machinery for such instruction."

The following committee was appointed in accordance with these resolutions: John Sprunt Hill, C. E. Maddry, James A. Gray, W. R. Dalton, T. H. Battle, Z. V. Walser, and Josephus Daniels.

Such a step seems to all of us, I am sure, wise and proper. I cannot believe that our traditional separation of Church from State was intended to bring about the omission of the whole broad field of the religious activities of the human races as an object of study, and our proposed procedure merely gives expression to such a position.

For the last year a faculty committee has been studying the proper organization of the University's work in physical education. It has made a report, the central feature of which is the concentration of responsibility in the hands of a new Department of Physical Education. Under such an organization we can take effective steps toward a further increased care for student health and well-balanced physical development.

As the head of the public school system of the state, the University has a definite responsibility toward public education as a whole within North Carolina. It has tried to fulfill this responsibility in various ways, most importantly by the training of teachers through its School of Education, through extension and correspondence work, and through its summer session. With the rapid development of the public school system of the state and with increasing necessity for raising the standards of training among public school teachers, the problem of doing its part in the work becomes one of increasing importance to the University. As I see it, that responsibility may be defined as follows: In the first place, it must continue to do what it has done all along in the regular session of the University; namely, train the men and women who come to it for positions in the high schools of the state both as undergraduates and graduates. Second,

it cannot in the long run be fully effective if it confines its efforts to the high schools alone. Public education, after all, is a unit and must be so regarded. I do not believe that the University should enter into competition with other agencies of the state for training the rank and file of elementary teachers. I do believe that it has a responsibility to do its part in training people for positions of leadership and responsibility in the elementary schools and in county and city systems. It should, therefore, develop advanced and graduate instruction to fit men and women for work in important positions. Large numbers of our better teachers and officers leave the state each year for such advanced training. This should not be necessary. We have the same responsibility to furnish adequate facilities for such training as we have in any of our professional schools. Third, any rapidly growing public school system should be in a position constantly to subject itself to self-examination. It is the responsibility of the University, as I understand it, to regard itself as a central agency for fact finding and investigation as it is called upon by the public schools to help in the evaluation and stimulation of their work. For such purposes the Bureau of Educational Research now operative in the School of Education should be enlarged and developed.

Such a program involves an enlargement in the faculty of the School of Education and the erection of a building under University direction to serve as a laboratory school for the work of the School of Education. This building should be adequate to house the children in both elementary and high school divisions, and it should be equipped both as a model school and with the necessary materials to permit its proper use by the School of Education. The level of instruction offered in the School must be high and the curriculum must be representative and complete. The training of prospective teachers is changing from the older textbook study of educational theory to a more vital process which stresses the actual contact with good teaching on the one hand, and on the other emphasizes more definite attempts to correlate work in the subject matter of instruction with the work to be done by the teacher. No amount of educational theory can take the place of adequate instruction in subject matter. The proper training of teachers, therefore, becomes not merely a matter for the School of Education as such, but one which must involve every department of the institution dealing with subjects commonly taught

in public schools. I have tentatively suggested that the organization as a whole be known as a Teachers College, not with any idea of separation from the general University organization in either its undergraduate or its graduate work, but because such a name seemed to me better to express the purposes of a well-founded attempt to undertake on a large and more effective scale the work which I have outlined above.

A general problem in American universities and one to which I desire especially to call your attention is the problem of undergraduate instruction as a whole as distinguished from instruction in the professional and graduate schools. The large body of our undergraduates is enrolled in four schools—the College of Liberal Arts, the School of Applied Science, the School of Commerce, and the School of Education. Large increases in undergraduate enrollment have meant for every university in the country a difficult problem in maintaining and increasing the quality of instruction, and the definiteness of purposes in the undergraduate years. In our own case a group of our able men has necessarily become involved with the growth of the University in considerable administrative work, and the growth of the Graduate School has thrown new responsibilities for advanced instruction on some of our most competent teachers. There are, of course, several problems involved. One has to do with the first two years in which undergraduates of the four divisions I have mentioned all do pretty much the same work. Here is the largest single group of our students and in dealing with it we ought to think along lines which have to do both with the quality of instruction offered and with the content of the work itself. I have no formula for the solution of either of these problems. Lively experimentation over the country is going on in the attempt both to build up strong faculties and to arrive at a more definite idea as to what these years should contain. Orientation courses, Meiklejohn's experiment at Wisconsin, tentative suggestions for division into small groups or colleges, the development of junior colleges, are among the exhibits which come to mind. With regard to the last two years of the Arts College proper, the situation is about as chaotic. Honors courses, comprehensive examinations such as we are now introducing, concentration in various ways, a closer approximation to the methods of the graduate school, are among the tendencies at work. In all this region lies

a fruitful field for thoughtful experimentation. It affects vitally the largest number of students in any institution. Many of its problems could be solved were money no object, but they must be solved in practically every institution with limited funds. The main point, it seems to me, under the present conditions is that there should exist within the institution itself an attitude of self-criticism and a determined attempt to think, not departmentally alone but in terms of education as a whole. Various tentative experiments we have undertaken and propose to undertake. What form these years should assume to meet changed conditions is a question which can be answered only as faculties sense the problems involved and are willing to experiment in hopeful ways.

Free Funds The University of North Carolina is a state university. Like such institutions generally, it is controlled and maintained by the state as an investment of fundamental importance in the state's own future. The State of North Carolina has accepted fully the principle that it should maintain here an institution adequate for its purposes. In principle there is no educational undertaking proper for a university to carry through which the state should not support. In practice every state university finds itself in partnership with a variety of state agencies, all of which the state from its available resources must maintain, and it has a right to its proper share but not to more of the funds of the state. Therefore, between the theoretical obligations of any state to its university and its practical ability to fulfill that obligation, there will always exist an area of greater or less degree in which projects either are not undertaken at all, or are carried through by funds from other than state sources. To say this is not to deny for one moment the principle of state support. It is simply to say that even the wealthiest state universities in the most prosperous states in which the principle of university support is most firmly established, have, without exception, found an important place for the utilization of outside funds. In practice such a coöperation does not diminish, but rather stimulates state support.

As a practical matter every state must care first for the routine needs of its university, for the demands made by increases in its student body, increases in the salaries, promotions, maintenance of new buildings, and the like. These needs must be met year after year. The difficulty is, that once they are met there is often less

than there should be left for the growth and development of the university in quality, in better standards, and for new projects for the enrichment of its life. By way of illustration, the University needs funds for the development of research for which competent men are available. It needs funds to apply to the pressing problem of undergraduate instruction. Plans for a School of Fine Arts have been worked out by a faculty committee, approved by your Executive Committee and await only the essential money to put them into operation. There should be here at Chapel Hill a great Southern collection of historical materials of all sorts. Material for such a collection is coming in constantly, competent people to make selections are available, methods of work have been evolved, interest in many quarters has been stimulated, and the whole plan has met with marked favor. But to make such a collection thoroughly representative and adequate, endowment must be found in order that the work may be steadily pursued through the years. Other special collections for the Library are badly needed, an endowment for the University Press should be sought, Memorial Hall should be reworked to accomplish the purposes you have already agreed that it should fulfill, of a chapel serving as a central shrine of University tradition. Objects of beauty on the campus would enrich our life and the life of the state. Loan funds are not adequate and graduate fellowships are badly needed. These are but a few of the many needs of a growing university which are aside from its routine development, and yet which add the very enrichment, quality and distinction characteristic of really great institutions.

The part played in the development of the University by outside funds has been very interesting. From other than state sources have come, for example, every building erected on the campus prior to 1905, and since 1905 the Peabody Building, the Playmakers Theatre, the incomplete Graham Memorial Building, Emerson Field, and the Kenan Memorial Stadium and field house. From outside sources again came the Kenan salary fund which is today paying the salaries of twelve Kenan professors and helps to maintain that important thing about a university, a strong faculty. This gift alone has been of the greatest importance in the development of the institution. From outside sources, furthermore, have come an immense number of gifts to the University Library ranging all the way from complete libraries to single volumes, and funds and endowments for the pur-

chase of books in special fields; lectureships like those established by the McNair and Weil funds, the Smith Research Fund, and the total body of scholarships and loan funds possessed by the University, not to mention gifts from classes for special objects and a wide range of individual gifts which have enabled the carrying out of special projects, the list of which would be far too long to enumerate here.

In addition, various educational foundations have made to the University grants for periods of years for various phases of its work. To mention only those now operative, a total of $96,000 of the University's budget for the current year is derived from such sources, including funds to the Institute for Research in Social Sciences, to the School of Education, to the University Press, and for scientific research. I feel, therefore, that in saying that the time has come when, in my judgment, more systematic and continued thought should go to the stimulation of gifts from outside sources, I am only proposing to put on a more definite basis a policy which has already been of the greatest value to the University. Nor can we fail to recall what such gifts have meant to other state institutions. A single gift of five million dollars was recently made to the University of Virginia; at the University of Michigan one alumnus is undertaking for the physical development of the Law School alone a program which, when completed, will cost more than the combined value of all the buildings on the campus at Chapel Hill, and the same institution owes to other gifts its magnificent Students' Union Building, its Hill Auditorium, its Clement Library, and so on. The University of Minnesota will soon dedicate the Northrup Auditorium, a gift by the alumni totaling approximately one and one-quarter million dollars. During the year 1926 the University of California received from individual sources five and one-half million dollars, which is about the size of its annual maintenance budget. With such a tendency on the part of alumni of state institutions all over the country, the University of North Carolina must plan adequately for the care of developments which outside funds make possible if it is to offer to its students resources comparable with these.

There should naturally be two sorts of gifts from private sources; first, there will be, as there have been in the past, single large contributions for specific purposes, buildings, endowments for various projects, and the like. Second, and more likely to be overlooked, is the strength which comes to an institution through a large number

of small gifts from men of average means. Such a project as our Alumni Loyalty Fund ought to be a much greater source of strength to the University than it has been in the past. During the twelve years of its existence it has received in contributions from the alumni a little over $27,000 for the entire period. On the other hand, a comparable fund brought to Yale during the last twelve months alone the sum of $610,000 from 7,000 alumni. The average of such gifts as these is small. They average, it will be seen, less than $100 per man, and yet the total sum is an amazing resource. I should like to see a steady income from our Alumni Loyalty Fund of $100,000 a year. Such a free and flexible fund would be an immense source of strength to the University. It would enable us to undertake enterprises, to meet contingencies in ways that would contribute to the vitality and enrichment of University life. In other words, it secures precisely the quality and distinction that are essential. When one considers that, for example, the expenditures per student of an institution like Yale are practically twice those of the University of North Carolina, the need for such enrichment becomes clear. It is into this field of quality that our thinking should project itself courageously and consistently during this next decade.

Such, as they seem evident at the present moment, are a few of the problems and opportunities of the University of North Carolina. There are, I need not say, many others which I have not the space to discuss. My main point is, after all, to call to your attention a few of the situations with which we must deal, for if our next decade is to prove as fruitful as our last, we must be consistently alert and thoughtful and courageous in the task of strengthening the University of North Carolina, and through it the future of the state itself.

Respectfully submitted,

H. W. Chase, *President.*

REPORT OF THE REGISTRAR

To the President of the University:

I beg to submit the report of my office for the year ending October 31, 1928.

From June, 1927, to June, 1928, the total registration in all divisions of the University was 7,222 as compared with 6,765 reported last year.

At commencement, June 11, 1928, honorary degrees were conferred as follows: Doctor of Divinity upon the Reverend Walter Albert Stanbury, Doctor of Engineering upon John F. Stevens, Doctor of Letters upon DuBose Heyward, Doctor of Laws upon Clarence Poe, Heriot Clarkson, George Whitfield Connor, and F. A. Sondley. At the same date degrees in course were conferred upon 327 persons, 37 of whom were women. At the end of the summer quarter in August degrees in course were conferred upon those who, between commencement and that date, had completed the requirements for their respective degrees. The following numbers completed their work: for A.B., 12; A.B. in Education, 19; S.B. in Commerce, 5; S.M., 2; A.M., 35; Ph.D., 2; S.B. in Medicine, 1; S.B. in Civil Engineering, 1; S.B. in Electrical Engineering, 2; LL.B., 3; total, 82, of whom 12 were women. The total number of degrees in course for 1928 was 409, as compared with 346 for 1927.

In the following table is shown the distribution of degrees in course as conferred each year since 1924:

Degrees	1924	1925	1926	1927	1928	Totals
A. B.	96	100	132	94	121	543
A. B. in Education	1	23	26	59	64	173
S. B. (Technical)	29	44	41	48	42	204
S. B. in Commerce	40	45	70	46	54	255
A. B.-LL. B.	0	0	1	0	0	1
LL. B.	9	11	7	12	13	52
Ph. G.	45	40	68	6	12	171
Ph. C. and P. D.	4	2	1	0	1	8
A. M.	44	50	44	61	64	263
S. M.	11	12	14	4	20	61
Ph. D.	6	4	11	15	15	51
J. D.	0	0	0	1	3	4
Totals	285	331	415	346	409	1,786

In the following table is shown for six years the enrollment each year by schools and divisions, the numbers, except in the Summer School and the Extension Division, being for the fall quarter only.

Fall	Under-Grad.	Grad.	Law[1]	Med.	Pharm.	Resident Total	Summer School[2]	Extension[3]
1923	1,734	95	129	71	108	2,137	944	1,277
1924	1,821	118	118	78	143	2,278	1,009	2,092
1925	1,859	148	81	80	114	2,282	1,243	2,823
1926	1,922	144	108	82	58	2,317	1,236	2,697
1927	2,192	171	116	81	71	2,631	1,457	3,350
1928	2,053	189	118	74	70	2,504	2,019	3,514

[1] The Summer School of Law is not included in these figures. The numbers for the various years were as follows: 1923, 48; 1924, 46; 1925, 43; 1926, 45; 1927, 76; 1928, 72.
[2] Not included here, there were registered for certification credit in 1923, 548; 1924, 694; 1925, 442; 1926, 514; 1927, 548. In 1928 all students were registered as either graduates or undergraduates.
[3] The numbers shown are for the year from November 1 to the following October 31.

Using the total registration of resident students for each session and for the summer quarter preceding, and counting the students in extension in that session in which the Extension Division's year ends, we have the following figures for these years:

Year	Res. Students	Summer School	Ext. Division	Total[1]
1923–1924	2,307	944	1,277	4,528
1924–1925	2,480	1,009	2,092	5,581
1925–1926	2,505	1,243	2,823	6,571
1926–1927	2,527	1,236	2,697	6,497
1927–1928	2,794	1,436	3,350	7,580
Present	2,504	2,019	3,514	8,037

[1] Including students in the summer quarter who were pursuing courses for certification credit only, these totals become 5,076; 6,275; 7,061; 6,762; 8,128. In 1928 all students in the summer quarter were registered as either graduates or undergraduates.

Of those classed above as resident undergraduates, there was the following distribution according to schools and colleges:

School or College	*1923*	*1924*	*1925*	*1926*	*1927*	*1928*
College of Liberal Arts	813	804	646	595	683	657
School of Education	11	95	273	342	412	401
School of Commerce	493	499	516	508	559	504
School of Applied Science	254	259	237	252	299	268
School of Engineering	157	155	185	214	218	219
Specials (Public Welfare, etc.)	6	9	2	11	21	4
Totals	1,734	1,821	1,859	1,922	2,192	2,053

The enrollment of women this quarter has increased to 144. Last year it was 125 and in each of the three years preceding 1927 it was 97. The classification this year is as follows: A.B. 46, A.B. in Education 21, S.B. in Medicine 2, S.B. in Pharmacy 1, S.B. in Geology 1, Premedical 2, Special 2, Ph.G. 2, LL.B. 2, Medicine 5, Graduate 60.

In the next table we give the distribution of freshmen for the past five years according to their school or college. The percentage of the class as a whole is shown in each case.

School or College	1924	1925	1926	1927	1928
College of Lib. Arts	345 = 49.3%	210 = 29.6%	213 = 30.5%	260 = 30.8%	199 = 27.8%
School of Education	*	107 = 15.1	127 = 18.2	136 = 16.1	126 = 17.5
School of Applied Sci.	114 = 16.3	112 = 15.8	100 = 14.3	145 = 17.1	119 = 16.6
School of Engineering	57 = 8.1	78 = 11.0	80 = 11.5	91 = 10.8	83 = 11.5
School of Commerce	175 = 25.0	190 = 26.8	167 = 23.9	213 = 25.2	190 = 26.4
Special	8 = 1.3	13 = 1.7	11 = 1.6	0 = 0.0	2 = .3
Totals	699	710	698	845	719

* Prior to 1925 freshmen in the School of Education are included in the registration for the College of Liberal Arts.

The proportion of students from outside the state has increased from 14.5 per cent to 17.8 per cent, or from 381 students to 444. These outside students are from 33 states and 4 foreign countries. The largest representations are from South Carolina, New York, Virginia, Georgia, New Jersey, Florida, Pennsylvania, Tennessee, Connecticut, Texas, Alabama, Ohio, and Massachusetts. Ninety-eight counties of North Carolina out of a total of one hundred have representatives. Orange has regained its position of first in number of representatives (141), followed by Guilford (125), Mecklenburg (108), Wake (87), Buncombe (71), Rowan (61), Forsyth (54), New Hanover (50), Gaston (43), Johnston (40), Union (40), Rockingham (37), Pitt (35), Cumberland (34), Iredell (34), Wayne (34), Durham (33), Lenoir (33), Alamance (32), Robeson (32), Edgecombe (30), Nash (30), Sampson (30), Chatham (29), Halifax (28), Wilson (28), Duplin (25), etc.

Religious bodies are represented by the following numbers: Methodist 652, Baptist 622, Presbyterian 426, Episcopal 319, Jewish 88, Lutheran 66, Christian 61, Roman Catholic 52, Congregational 24, Reformed 16, Free Will Baptist 15, Quaker 12, Associate Reformed Presbyterian 9, Moravian 7, Unitarian 6, Christian Science 5, Pentecostal Holiness 4, Universalist 4, Greek Catholic 3. No indication of preference is given by 115.

A classification of the student body according to the business or profession of the father of each shows the following groups and numbers: farmers 509, merchants 342, manufacturers 147, physicians 122, lawyers 112, railway officials, etc. 83, teachers, etc. 83, salesmen 82, realtors 75, bankers, etc. 68, ministers 67, dealers in lumber 66, government employees 65, insurance officials, etc. 52, contractors 46, mechanics, etc. 36, textile employees 31, dealers in tobacco 28, druggists 28, carpenters 26, brokers 22, dealers in cotton 22, dealers in automobiles 18, newspapermen 18, policemen 18, bookkeepers 18, civil engineers 16, naval and army officers 14, dentists 13, printers 13, accountants 13, superintendents, etc. 12, operators of hotels 12, foremen 11. With numbers smaller than ten are the following: locomotive engineers, chemists, judges, court clerks, electrical engineers, dairymen, ranchers, jewelers, fruit growers, laborers, miners, draymen, photographers, brick and stone masons, undertakers, architects, plumbers, telegraph operators, owners of theatres, florists, barbers, laundrymen, dealers in radios, Y. M. C. A. workers, dry cleaners, taxidermists, missionaries, soft drink bottlers, gas engineers, firemen, painters, owners of bakeries, fur dyers, tanners, tailors, blacksmiths, decorators, writers.

In showing the average grades in the table below, we give the figures by classes and schools as they have been given for some years, and we follow this with the figures for the past three years with a somewhat different classification, which we plan to follow hereafter. The groups studied are those which seem to afford most interest. The figures for five complete sessions are shown. For the purpose of computing averages we have translated the marks A, B, C, D, E, F into 1, 2, 3, 4, 5, 6.

Groups Studied	1923-1924	1924-1925	1925-1926	1926-1927	1927-1928
Freshmen	3.82	3.65	3.74	3.72	3.78
Upper Classes	3.28	3.18	3.24	3.30	3.21
Fraternity Members	3.36	3.11	3.08	3.19	3.21
Undergraduate Group	3.51	3.36	3.40	3.45	3.44
Liberal Arts and Education	3.42	3.15	3.22	3.29	3.29
Premed., Predent., S. B. Med., S. B. Ph.	3.91	3.85	3.69	3.66	3.67
Other Applied Science and Engineering	3.26	3.04	3.22	3.19	3.14
School of Commerce	3.62	3.56	3.64	3.79	3.83
College of Liberal Arts	----	----	3.11	3.17	3.14
School of Education	----	----	3.46	3.47	3.52
School of Applied Science	----	----	3.60	3.55	3.63
School of Engineering	----	----	3.22	3.25	3.11

The undergraduate group is usually taken as the standard. There has been little change in the average for this group in the period studied. In other groups likewise the change is usually slight. The averages of all upper class students and of members of fraternities coincide—an improvement for the first group and a slight falling off on the part of the second group. Students in the School of Engineering show a rather decided improvement in grades.

The averages of various groups of students are made up after the close of each quarter as one of the regular pieces of our work. Full reports on these averages in a standardized form are furnished to the various fraternities here, to the President of the University, to the national organizations of the various fraternities, and to other properly interested persons. They are not published in the newspapers, however. Each year these averages and rankings, based upon the average of the undergraduate group and made up for the whole session (with comparison of the previous session), are distributed as noted above.

At the suggestion of your office we are continuing in the next table the results of our study of the grades given in the various academic departments. We are giving the figures for the past three years and refer for 1924-1925 to our report for last year. This is offered simply as information to you and to the departments, and is not intended in any way as a criticism or a suggestion that there should be greater uniformity. Uniformity cannot be expected in grades given by a department serving chiefly advanced undergraduates and graduates and by a department whose work, so far as numbers are concerned, is largely with the two lower classes of undergraduate students.

	A			B			C			D			E			F		
	1925 to 1926	1926 to 1927	1927 to 1928	1925 to 1926	1926 to 1927	1927 to 1928	1925 to 1926	1926 to 1927	1927 to 1928	1925 to 1926	1926 to 1927	1927 to 1928	1925 to 1926	1926 to 1927	1927 to 1928	1925 to 1926	1926 to 1927	1927 to 1928
All Departments Combined	11.3	11.7	12.5	20.4	19.7	19.9	30.9	28.7	30.2	25.1	24.6	24.7	4.5	4.9	3.7	8.0	10.6	9.0
Botany	10.7	12.1	10.4	9.3	21.8	12.8	36.6	30.2	36.0	31.3	24.4	28.0	3.3	8.5	6.2	8.8	3.3	6.6
Chemistry	10.8	11.2	8.1	20.0	20.6	20.6	32.2	31.2	35.1	24.2	24.9	25.6	6.9	4.1	4.8	5.7	8.0	5.9
Classics	20.5	25.8	21.2	19.0	28.1	24.4	25.5	24.4	27.6	23.0	15.6	18.3	4.0	1.0	.4	8.0	5.1	8.0
Economics, etc.	7.9	5.8	8.0	19.2	16.4	15.6	35.6	33.2	33.8	27.2	28.6	34.1	4.3	5.3	1.6	5.8	10.7	7.0
Education	12.2	9.5	21.5	27.7	31.1	29.6	34.4	31.2	36.6	17.3	19.6	16.1	5.3	4.3	3.4	3.1	4.3	2.1
Engineering	17.7	17.9	18.1	24.9	20.9	23.9	28.9	27.9	32.2	19.1	19.7	16.8	4.7	8.6	5.4	4.6	5.2	3.6
English	8.6	9.2	9.4	21.9	20.0	22.0	36.6	30.1	30.4	25.6	25.2	25.0	2.5	1.1	1.8	7.8	14.6	11.4
Geology	12.0	11.2	10.8	25.0	26.6	22.3	33.6	34.2	34.6	22.3	17.5	22.5	5.3	7.8	3.3	1.8	2.7	6.5
German	9.8	9.7	12.3	13.8	16.4	16.6	29.9	24.7	19.6	29.6	30.1	29.0	8.9	7.6	4.3	8.0	11.4	18.2
History, etc.	10.0	9.6	12.1	20.4	19.8	18.5	32.2	32.2	30.9	25.1	25.8	25.8	7.4	7.2	6.3	4.9	5.4	6.3
Journalism	34.2	11.7	17.6	53.5	26.7	35.3	12.0	36.6	33.3	0.0	25.0	11.8	0.0	0.0	0.0	0.0	0.0	2.0
Mathematics	11.4	11.6	14.0	12.6	13.4	13.6	27.3	22.2	27.8	27.7	27.4	24.9	8.1	7.8	7.1	13.5	17.8	12.6
Music	35.6	25.6	22.4	40.0	39.6	37.0	22.2	20.9	33.3	2.2	9.3	3.7	0.0	2.3	0.0	0.0	4.6	3.7
Philosophy	9.2	23.7	10.0	26.3	37.0	49.1	34.2	16.3	29.1	17.1	11.9	9.1	10.5	5.9	1.8	2.6	5.2	.9
Physics	10.2	14.5	18.9	24.2	21.8	14.6	32.2	36.1	27.2	22.6	18.9	28.1	8.3	6.6	7.2	1.9	2.2	4.0
Psychology	14.7	21.1	17.3	22.2	22.1	20.8	32.1	30.0	35.4	18.4	14.2	15.6	3.7	4.6	2.3	9.0	7.9	8.6
Romance Languages	9.3	10.3	11.6	15.3	15.3	16.6	23.2	22.4	22.1	32.0	31.2	30.8	0.2	0.8	.7	19.7	20.1	18.6
Rural-Social Economics	37.1	42.4	51.5	21.7	31.6	23.5	34.0	21.7	16.2	5.1	1.1	7.4	0.0	3.3	1.5	2.0	0.0	0.0
Sociology	13.7	19.6	18.5	28.8	20.1	33.2	36.4	36.5	33.0	15.7	13.0	10.5	2.2	4.5	3.0	3.4	6.3	1.8
Zoology	11.4	12.9	15.4	18.0	23.3	16.7	28.8	25.0	26.3	25.2	21.1	22.6	4.2	3.5	.4	12.4	14.2	18.5

The addition of one stenographer to our force has been of great help to us in our work this quarter. For some time we have been heavily overloaded, particularly in routine matters. For this relief we are grateful.

Respectfully submitted,

Thos. J. Wilson, Jr., *Registrar.*

REPORT OF THE DEAN OF STUDENTS

To the President of the University:

The following is submitted as the tenth annual report from this office.

Personnel Administration

Personnel Research. In last year's report mention was made of coöperation between this office and the Bureau of Educational Research, in the general analysis of the Class of 1931, covering many different factors, such as mental alertness, educational achievement, financial status, vocational decision, etc. This program was completed, and the report from that bureau will probably be published in the near future. At the beginning of last fall Dr. Trabue, Director of the Bureau of Educational Research, predicted that of a specified 100 freshmen whose scores were low in the North Carolina test for high school seniors not more than 10 would be able to succeed scholastically for the freshman year. At the end of last year his investigation showed that actually 92 of the 100, of whom this prediction had been made, had fallen by the wayside—only 8 completing the requirements for the year. This achievement on the part of the Bureau of Educational Research gives point to my repeating here a previous recommendation that we take steps to inform prospective students of their chances of success in the University.

Coöperation with American Council. Last year's report mentioned the participation of this office, as one of less than a dozen in the country, in a rather elaborate coöperative experiment sponsored by the American Council on Education. The aims of this project were described. I am now able to report that all four sub-committees of this undertaking have completed a stage of their work. The *cumulative personnel record* has been published and is being installed over the country generally. We are beginning our use of the form here with the Class of 1932.

The Committee on Achievement Tests has published, and has for sale at cost, achievement tests in all the important freshman college subjects. These are already in use at many institutions; Columbia College, Columbia University, has, for example, allowed test scores of a certain specified excellence to count as a substitute for some of their freshman courses. Experimentation along this line might lead to worth-while results here in terms of differentiating between various types of student preparation and reducing instruction cost in freshman courses.

The third sub-committee on which the writer serves has published its rating scale for personal traits; nearly 10,000 copies of this scale are in use in the country this fall. Some experimentation will be done in this connection here this year. The fourth committee interested in the production of workable vocational monographs announces the completion of four such mono-

graphs describing the work in the field of medicine, librarianship, law, and business.

Bureau of Vocational Information. Mr. Henry Johnston, Jr., took charge of the Bureau of Vocational Information last fall and is continuing with it this year. I have transmitted a separate report from him. The number of placements made has increased and Mr. Johnston's work has been especially distinguished for its understanding and its thoroughness, particularly with reference to his interest in the individual student with a vocational or educational problem. Mr. Johnston increased his professional preparation by study at Columbia University last summer.

ORIENTATION OF FRESHMEN

Freshman Guidance. A very considerable change in the allocation of responsibility in the freshman week program was made this year. The deans of the various schools took over the direct responsibility for the advisory system, appointing the counselors for their own particular freshmen. To some degree the counselors are becoming a part of the administrative set-up of each school for handling freshman guidance problems. This step was taken at my urgent recommendation and has my entire approval. Probably no one would deny that there should be such an administrative organization as would make it reasonably certain that each student would be well known to and thoroughly understood by some responsible University officer. Obviously this office could not undertake this responsibility for the entire 2,000 undergraduate group or even for 800 freshmen. It is not much more likely that the dean of a school with 600 to 800 students in it can, single-handed, maintain a real and personal knowledge of the character, abilities, and problems of each of his students. The quarter system makes it unlikely that the majority of the students will have continuous instruction at the hands of any one teacher long enough for that teacher to get this sort of intimate knowledge. I believe an advisory system of some sort, as difficult of working as they all are, remains the only alternative to falling short of this administrative responsibility. One adviser might come to know thirty to fifty students in the course of their four years' stay. It is, accordingly, our plan to ask these advisers to take on an additional load and to continue their advisory relationship for the length of their advisees' residence in the University. I strongly urge that some readjustment in work schedule or some additional compensation be provided so as to put this responsibility on as high a plane as other forms of University service.

SUPERVISORY FUNCTIONS

Loan Funds. During the past year this office has made a thorough study of the history of the loan funds, involving a separate study of each fund, the conditions of its gift, and its uses. In one or two cases facts regarding the conditions of the gift have come to light which had previously not been known to us. In one case it was discovered that the principal of a particular fund could not be loaned to students. This fact, together with the rapid rate at which the funds have been used during the past three years, have created a

major emergency in this matter. We have, for the year 1928-1929, a little less than one-third as much money available for lending as during the year 1927-1928. Mr. T. W. Sprinkle, a first-year law student and a former high school principal with long experience in handling student problems, has joined this office for this year, particularly to make possible the most thorough investigation of each loan application before action is taken. In spite of this, I am convinced that many students will be forced out this year because of our inability to grant them as much financial aid as they need. As a result of careful study, I should like to recommend that the amount of loan funds available be increased by at least $200,000. On the basis of the business office's report that less than one per cent is lost in loans and on the basis of studies made by the Harmon Foundation and the Association of Business Officers of Eastern Universities, I respectfully suggest for the consideration of the trustees the possibility of putting some of the University's endowment to such a use. I do not, of course, know what legal complications may be involved, but am certain that such a policy would be essentially sound if legally possible.

STUDENT LIFE AND ACTIVITIES

Student Government. The student body last spring adopted a provision for a blanket tax of twenty cents for the support of the Student Council. This gives the Student Council the first budget in its history. Of the advantages of this there could be no doubt. I have some doubts, however, as to the wisdom of blanket fees in general. I am certain that in the case of the publications such fees have definitely caused business inefficiency and have built up in business managers unbusinesslike attitudes. Furthermore, the continual passage of blanket fees by small ballots, after carefully planned agitation, has created on the campus an attitude of cynicism towards its leadership and towards the University administration policies regarding the collection of student fees. When this expresses itself in extreme fashion it is said that the University administration takes a vote in which freshmen largely will determine the election, then adopts the fee and puts it in the University bill in such a way that very few students will ever know that they have any option except to pay the fee along with the bill. The unfortunate consequences and attitude in terms of general morale and confidence are evident. I should like to recommend that the bill forms used by the University and the statements in the catalogue in regard to expenses carry in each case an accurate statement of the conditions under which a student may protest the payment of any of the fees which have been adopted.

Dormitory Government. It gives me great satisfaction to report that the councils organized in the dormitories last year have functioned with constantly increasing strength and support. I am certain that it is only a question of time now until the dormitory councils will have a genuine sense of their responsibility and authority and that residents in the dormitories will realize that they are a part of a self-governed community which demands mutual consideration of its members.

Extra-Mural Relationships. Similar to the participation of this office in the work of the American Council on Education are several other enterprises which have had our attention this past year. A survey of student administration at Brown University, an open forum in Richmond on "Who Should Go to College," a study of the interview made at the request of the Personnel Research Federation, participation in a forum on the "College Graduate in Business" held by the Boston University Club, and, under your direction, an experiment in vocational counseloring at the Blue Ridge Conference during the past summer—all these have not only consumed our energies and time, but have also reflected themselves in a better understanding of our own problems and the ways in which they are being met elsewhere.

For your support and leadership may I express official, as well as personal, appreciation and gratitude.

Respectfully submitted,

Francis F. Bradshaw, *Dean of Students.*

REPORT OF THE ADVISER TO WOMEN

To the President of the University:

I have the honor of presenting to you a brief report from the office of Adviser to Women for the year 1927-1928.

The registration of women students for the fall quarter of 1928 shows another substantial increase. The present enrollment is 146 as compared with 125 the previous fall. The following classification will show that as the Graduate School and the two upper classes have grown in numbers, there has been a decided decrease in special students.

Graduates	58
Seniors	26
Juniors	42
Sophomores	1
Freshmen	3
Specials	5
Law	2
Medicine	5
Pre-Med.	2
Pharmacy	2
	146

The complete enrollment of women students for the year 1927-1928 was 151. The average grade of the undergraduates was 2.58.

In my reports of the last two years, I have placed considerable emphasis on the need of enlarged building quarters for the women students. Two years ago Spencer Hall was comfortably full; last year it was crowded. This year the increased overflow of students scattered over town brings about as difficult conditions as we experienced before our dormitory was built.

Mrs. J. T. Lawson has been of great service to us; she has taken into her home, which has just been remodeled and made quite comfortable, ten of our students. I trust that she can reserve her entire house for women students next year and by so doing care for about fifteen. With this reservation, only about half of our present number of students can be housed.

Again may I report that the demand for living accommodations is imperative and beg that in the next appropriation for buildings the Cornelia Phillips Spencer Building be completed according to the original plan? The additional wings should almost double the present capacity of the building.

With the expansion of the School of Education and with interests broadening for women in every field, we may expect a very large increase in registration each year. It is physically impossible for us to meet this growth with any degree of comfort or satisfaction unless help is given from this next appropriation for the completion of our one woman's building.

Under the direction of Dr. R. B. Lawson, Director of the Gymnasium, basketball and tennis will be available to women students this year for the

first time. For this practice the gymnasium is open to the students for a short period two evenings each week. While the students are grateful for the use of the gymnasium for these hours, they are still hoping for a gymnasium or recreation room of their own. We trust that some satisfactory arrangement for recreation may be incorporated in the completed plan for Spencer Building. This expenditure will not be a luxury but a real need.

As this report is made, the women students themselves are feeling a very great need for a room on the campus where the students from town and the students from the dormitory may meet between classes and in the afternoon to rest, to know one another, and to discuss campus activities. This would be a sort of student activities room which would serve the same purpose, so to speak, for the girls that the Y. M. C. A. does for the boys. I am glad to recommend that such a room be reserved for this purpose.

Respectfully submitted,

Mrs. M. H. Stacy, *Adviser to Women.*

THE COLLEGE OF LIBERAL ARTS

REPORT OF THE DEAN

To the President of the University:

I suspect, Mr. President, that the chief value of a report from an administrative officer lies in the spirit of humility which it inculcates in the breast of the writer of the report. Each year—and it is fortunate for my peace of spirit that these papers are demanded at the opening of the year rather than at the close—I start off with high hopes for new accomplishments and with fixed determination for progress. And each year only little can be done.

Before beginning this annual statement to you, I forced myself through the bitter discipline of re-reading my former reports. The experience was humiliating. I find that there I have urged the need of various reforms and additions in the programme of the College of Liberal Arts. I have written of the need for special treatment for the student of exceptional capacity; I have urged a new alignment of introductory courses in the first year of different departments; I have recited the virtues of correlation courses and their need to offset the dangers of over-specialization and over-departmentalization of our students; I have regretted the deflection of students from the College of Liberal Arts to the specialized A.B. in Education for the few pieces of silver saved them annually; I have, sir, even been so optimistic as to dream of the introduction of fine arts work here.

Though we have been able to make some few beginnings toward a tentative meeting of these suggestions, the progress on the whole has been slight. And yet, in view of what is to be said later in this report, it may be that just such disappointments as these have pointed the way to a clearer understanding of what should be our first beginning point—an analysis of our present teaching methods by our faculty and a thorough consideration of the way we should go before attempting the suggested reforms.

In all these suggestions the two major objectives toward which this office has been working are, I suppose, the placing of a greater responsibility upon the student to receive instruction for himself and a greater effectiveness in this instruction that it may be more definitely worth the effort of the student. To the first end—the placing of greater responsibility upon the student—two or three steps have been taken. This past year the College of Liberal Arts, along with the School of Commerce, has instituted a comprehensive examination covering the field of major study. This programme goes into effect this fall for the present junior class; the first comprehensive examinations will be held in the winter quarter of 1929-1930 for those who receive their degrees in June, 1930. In accord with this same purpose of charging the student to secure his own education, is the action of the faculty last spring in making class attendance for juniors and seniors optional. I believe the voluntary attendance programme generally sound since it takes the attention of both

instructor and student from the incidental question of attendance and places the attention of both, where I believe it properly belongs, on the quality of the work done in the classroom. Further to place the student on his own initiative I have, so far as possible, stopped the coddling efforts which generally have been conceded to be a part of a dean's routine. Notes and warnings are reduced to a minimum; when a student clearly shows that he has not the stamina to bear up under our requirements it seems better to drop him from college. This present session one hundred and twenty-two students of this College were ineligible for admission on the basis of the quality of their work last year. More effective than periodic conferences and printed notices telling the student just how far he may go is, I believe, the quiet dropping out of college of those men unable to bear up under our academic requirements. At least it is towards this end that I am working.

My second objective—a greater effectiveness in teaching—is more difficult to attain. As yet nothing more than a beginning can be honestly cited. I think our resolve a few years back to refuse full credit for work of the freshman-sophomore years done in the junior-senior years was a wise one. This year that regulation is taking real effect. The result is that only rarely are juniors and seniors competing with freshmen in elementary courses. I think, too, that our change of registration requiring majors in a department to make out their schedule with department heads has, in most cases, worked towards a more thoughtful selection of courses and a more serious shaping of educational plans. As a result of the coöperation of the administrative boards of the Law School and this College, the lax requirements formerly laid down for men entering the Law School after two years of academic work have this past year been tightened.

And may I ask now—in my discussion of these two ideals for progress—the privilege momentarily to digress? As evidence of the importance of our taking thought for improvement of teaching and of the safety of leaving responsibility for self-control upon the student, I should like to report what seems to me the very fine action of the students within the College of Liberal Arts and the School of Education when last spring they voted upon themselves a fee to insure cultural entertainment here this year. I believe that the programme instituted by these students is a worthy one, and I know that their desire that this want in our educational opportunities here be filled indicates both a maturing perspective and a feeling for cultural progress which does the institution credit and, at the same time, places upon us all a responsibility to put forth our best teaching efforts. Essentially, whatever some of us may think in pessimistic moments, the American undergraduate body is sound.

Signs such as this just mentioned, together with other evidence which I think I see, make me feel that the beginnings so far made are pitifully small and convince me that perhaps it is well that some of the schemes urged in former reports have failed of realization. After all, no *mechanical* reform, no mere curricular change, that we might put into practice, can be half so far-reaching in their effects as the benefits which would spread themselves throughout the college could we stimulate here a real and vital interest in improved teaching.

From time to time report reaches me that this office is too lenient in allowing students to assume extra work. My answer to that criticism is that the fairly good student, of no more than average mental capacity, is quite capable of carrying four of our courses. This office allows any student, except freshmen, to take four courses who, during the previous term, has maintained an average grade of C. And in a few rare cases students are even allowed five courses. That this extra burden is justified, on the basis of our present standards, I maintain because of the quality of the work done each quarter by these students. This past spring term, for instance, five students carried five courses (rather than the normal three) and maintained an average grade of 1.84 as against an average for the University of 3.37. In the same quarter one hundred and five students carried four courses (as against the normal three) maintaining as a group a grade of 2.59, almost a whole grade higher than the average academic standing, 3.37. From these figures I make only one deduction: the average course here is geared to the pace of the mediocre or poor student. For the first step in our progress toward better teaching I should like most strongly to urge the stepping up of our demands in nine-tenths of our courses.

Perhaps the reason for this underburdening of the student powers lies in the overburdening of faculty energies. I am not here arguing for a decrease in teaching hours for the instructor. I wish simply to point out that if my diagnosis is right, too often promotion and advancement go to faculty members who render their most distinguished service outside of the classroom. This is not the place to go into a recital of the evils of this tradition—it is no worse here than in other American institutions—but it is true, I feel sure, that administrative officers are too prone, in making promotions, to look to extra-curriculum activities of professors more carefully than to teaching accomplishment. Publication, research, activities in professional associations, field activity for private and governmental agencies, lecturing, correspondence teaching—all of these the university countenances and recognizes as within the proper field of all professors. I sometimes wonder if American education by and large is not in danger of becoming a business with as many offices as classrooms and as many secretaries as professors. Certainly in all this welter of activity it is rarely that the student comes in for the share of the professor's time to which he is entitled.

But this report has been too doctrinaire. It has noted a few steps forward and spent too much time, perhaps, in discussion. That I may at once come to practical matters, I wish to submit for your consideration the following programme for this College:

1. The appointment by the faculty of a standing committee on teaching methods to gather material and make analysis of our present situation and, eventually, to make recommendations pointing toward increased effectiveness in our teaching.
2. The creation through the trustees of two or three "super-professorships" carrying an extra stipend of $1,000 a year, these professorships to be awarded to those men within the college who, through a period of years, have done the most effective teaching.

3. The creation of a voluntary undergraduate faculty consisting of those men who are willing and specially qualified to teach undergraduate courses.
4. The consideration and serious study, on the part of the administration and department heads when employing new professors, of the candidate's record as a classroom teacher. Except in the case of special research professorships, this teaching record should be held as of first importance.

If we are sincerely interested in improving the quality of our work and the standards of this College, it would seem that we can do no less than make some such programme our first and constant objective.

Respectfully submitted,

Addison Hibbard, *Dean.*

THE SCHOOL OF APPLIED SCIENCE

REPORT OF THE ACTING DEAN

To the President of the University:

I have the honor to present the report of the School of Applied Science for the year ending October 31, 1928.

Dr. Andrew H. Patterson, Dean of the School of Applied Science, died on September 9 after a brief illness. It is a privilege to bear testimony here to his many qualities of heart and mind to which the success of the School is largely due. His constant interest in the problems which college life present, and his sympathetic and understanding approach to these problems, both general and individual, are known to all. I have on numerous occasions observed with admiration the encouragement which he offered to all his students and the fairness and directness in all his relations to these students. It is impossible to estimate the loss which the School has suffered by the untimely death of Dean Patterson.

I shall limit this report to the citation of statistics regarding the registration of students in the School in the fall quarter of 1928. The distribution of students is as follows: 26 candidates for the degree B.S. in Chemistry, 124 candidates for the degree B.S. in Medicine, 13 candidates for the degree B.S. in Geology, 8 candidates for the degree B.S. in Pharmacy, 70 pre-medical students (two-year course) and 30 pre-dental students (one- or two-year course). Reference should again be made in the report of this School to the increasing number of students who prepare for their medical education in the four-year course offered by the College of Liberal Arts rather than in the shorter courses offered by this School. It has always been the policy of the School to recommend the four-year course to students who are in position to spend the longer time.

It is appropriate at this time to express satisfaction for increased accommodations for certain departments having intimate contact with this School: the Department of Psychology, which now occupies the New West Building, and the departments of Physics and Mathematics, which now have more working space as the result of the enlargement of Phillips Hall.

Respectfully submitted,

James M. Bell, *Acting Dean.*

THE SCHOOL OF COMMERCE

REPORT OF THE DEAN

To the President of the University:

I have the honor to submit the annual report of the School of Commerce.

The School is just entering upon the last year of the first decade of its history. This period should provide a sufficient experience upon which to make a fair appraisal of its objectives and its success in attaining those objectives.

A quotation from Robert E. Lee in a report made in 1869 during his early incumbency of the presidency of what was then Washington College—later Washington and Lee University—expresses in simple straightforward language the need and plan for collegiate instruction in the field of business. His words were:

> In recommending a commercial school, it is proposed not merely to give instruction in bookkeeping and the forms and details of business but to teach the principles of commerce, economy, trade, and mercantile law. Such a school may with great advantage be added to the schools of the college, as many students may by its means prepare themselves for business pursuits while obtaining such scientific and literary culture in the other schools as time and opportunity may allow.

Perhaps a more highly analytical statement of the justification for such instruction and the standard to which it should be held is contained in the following expression of former President Charles W. Eliot of Harvard University:

> I believe commerce and industry in their higher ranges to be eminently intellectual pursuits and I know of no other intellectual calling for which a professional school is not now provided. It used to be the fashion to study medicine by cleaning the doctor's horse and buggy, grinding his drugs and driving with him to make his calls, and to study law by copying deeds and briefs in a lawyer's office and reading books taken from the lawyer's library in the intervals of clerical labor; but the world has now learned that there is a professional school, where progressive systematic instruction rapidly developed is to be had. To deny that young men may be systematically trained for industry and commerce is to assert that industry and commerce are merely imitative arts to be acquired only by seeing other people do the tricks and then practicing them. In industry and commerce all things are become new; and new methods of preparing young men for these occupations must be invented with discriminating foresight, established with prudence, maintained with liberality.

It is to be noted that one of these educational statesmen stressed the importance of a strong admixture of cultural elements, while the other urged the necessity of vigorous and systematic scientific approach. Mere observation and imitation did not suffice for progressive mastery in law and medicine, nor can they in the equally—if not more—complicated phenomena of modern industry. What is needed is careful scientific procedure projected from a broad background of general understanding and culture. In fact, the order of pro-

gress to a really adequate basis for a thorough mastery of modern business would seem to proceed from a broad understanding of human interest and achievement in general—culture, if you will—to a general survey of the economic and business structure as a whole, terminating in an intensive study of some specialized business function or process.

Interpreted in terms of a curriculum, this would call for a considerable proportion of liberalizing studies such as history, language and literature, mathematics, psychology, government, and philosophy, followed by a group of general courses in economics and business, and, so far as time permitted, culminating in some critical studies in specialized fields, *e.g.* banking, accounting, industrial management, insurance, and foreign trade.

Even a cursory survey of business education will reveal at least three types of educational effort in this field. First, there is the so-called commercial or business college which makes no pretense of employing collegiate methods or standards and concentrates on the clerical and routine aspects of business. This is useful and necessary, but is imitative in method and therefore does not promote understanding and provide a basis of leadership and progress.

Second, there is the school of collegiate standing which follows a strong vocational emphasis, but bases it on a general analysis of the whole economic structure. This makes a strong appeal to those of a practical turn of mind who discount the cultural side of life. It appears to discount the fact that a person is more than a specialist or even a business man; that he must participate as a citizen in a community whose well-being may be as vital to him and as dependent upon him as his success in his own particular vocation.

Finally, there is the school which magnifies the importance of a background of liberal studies followed by a searching analysis of the nature of our economic and business structure together with a careful evaluation of the forces which operate in it. It follows that business technique and methodology would receive only minor attention since they are subject to rapid and constant change, and would not be allowed to usurp a place of undue respect in the student mind. In short, understanding of principles and not imitation of methods would be the object sought.

Two methods of obtaining such a result are available for adoption. One is to require a baccalaureate degree as a basis for the study of business. The other is to combine the cultural and the business elements in the four-year undergraduate period, adhering rigidly to the cultural basis as a prerequisite for the business elements in the curriculum. The latter is obviously a compromise but, like all sound compromises, it takes into account the realities of the situation that appear in the high percentage of college students who are unable to spend more than four years in higher educational pursuit.

Our experiment here is based on the last type described. The inclination is rather to shift more rather than less attention to the liberalizing elements. Of course, this gives less justification for a separate curriculum; in fact, the chief difference between the College of Liberal Arts and the School of Commerce lies more in the greater uniformity of the requirements in the commerce curriculum rather than in the range of human interests included. Per-

haps the strongest reason for maintaining a separate organization is the necessity of closer personal contacts with students which can only be attained by small administrative units.

The quality of instruction in the business aspects of the curriculum will be greatly enhanced by the facilities provided in the new quarters which the Department of Economics and Commerce is to occupy early in the new year. The enlarged and more adequately equipped laboratories in statistics, resources, accounting, and sales relations will certainly promote a more scientific spirit and method. Research studies can be prosecuted with greater effectiveness, and these are essential in the effort to keep abreast of the highly dynamic development in the field of business activity.

The registration for the academic year 1927-28 was as follows:

Freshmen	235
Sophomores	175
Juniors	102
Seniors	90
Specials	21
Total	623

It may be of interest to record just what became of these students in the course of the year.

Not returning for the winter and spring quarters		63
Withdrew on account of illness		41
Withdrew on account of lack of funds		5
Withdrew on account of lack of interest		22
Died		1
Cancelled registration		5
Transferred to other schools in University:		
To Liberal Arts	13	
To Education	2	
To Engineering	1	
To Applied Science	2	18
Graduated fall and winter quarters		6
Total lost during year		184
No. in residence at end of regular session June 11, 1928		440
No. graduated June, 1928		49
No. graduated August, 1928		5
Total number graduated scholastic year 1927-1928		54

Students eligible to return who failed to reënter fall, 1928:

Freshmen	31
Sophomores	19
Juniors	10
Seniors	11
Specials	5
Total eligible who failed to return	76

Students ineligible to reënter fall term, 1928	53
Students transferred to other schools in University fall, 1928:	
To Liberal Arts	7
To Education	5
To Engineering	1
To Applied Science	1
	14
Total no. of those enrolled at end spring term not reëntering	197

No. students who were in residence at end of regular session June, 1928, and returning this fall (440 minus 197)	243
Registration fall term, 1928:	
Freshmen	177
Sophomores	143
Juniors	90
Seniors	79
Specials	17
Total registration fall term, 1928	506

This registration will be increased by about 10 per cent for the entire year. It is to be noted that this is a decline in numbers as compared with last year. The loss is almost entirely in the freshman class, which was noticeably smaller for the University as a whole. The other classes are practically the same as last year, which promises a stability in our registration that will be most welcome.

An effort was made last year to establish an early contact each term between the instructors of freshmen and the dean's office so as to detect promptly any deficiency in the students' performance. The success of the plan was most gratifying and it is being continued this year. The secretary of the School, Miss Brown, was chiefly responsible for the plan and its success.

In all of the activities of our administrative board there have been the finest interest and coöperation. For your own unfailing good will I am deeply grateful.

Respectfully submitted,

DUDLEY D. CARROLL, *Dean.*

THE GRADUATE SCHOOL

REPORT OF THE DEAN

To the President of the University:

I have the honor to make the following report of the condition of the Graduate School for the year ending November 30, 1928.

The Graduate School continues to maintain a healthy growth at a time when the registration of freshmen shows no increase. Up to the present date in the fall quarter one hundred and eighty-nine graduate students have enrolled as opposed to one hundred and seventy-two a year ago. By the end of last session the number had grown to two hundred and five, and a further increase will be recorded in the winter and spring quarters of this year. The bachelor's degrees of these students represent eighty institutions; the student body is drawn from twenty states, nine of which are located above Mason and Dixon's line. Seventy-two (practically one-third) have already acquired the master's degree and are working toward the doctorate, and twenty-one of these have been admitted to candidacy for this degree.

The distribution of the students by their major subjects of study is as follows:

English	52	Economics and Commerce	5
History and Government	22	Physics	5
Chemistry	17	Zoology	5
Romance Languages	16	Electrical Engineering	3
Sociology	15	German	3
Education	12	Botany	2
Mathematics	8	Civil Engineering	2
Psychology	8	Geology	2
Classics	7	Philosophy	2

While the matter of numbers is being considered, it may be well to call attention to the comparative growth of the School in the past decade. In 1919, the first post-war year, we gave instruction to forty graduate students and awarded at the commencement of that year twenty master's degrees and no doctor's degree. Last summer eighty-four master's and fifteen doctor's degrees were awarded.

The reasons for the increased popularity of graduate work are fairly obvious. May I present what seem to me to be its most powerful attractions?

1. An awakened interest in learning. In the rather lively and uncertain age in which we live curiosity, the mother of learning, is more widespread than it was, to say the least, a generation ago. The whole method of teaching has responded to this impulse; the teacher himself is impelled by the motive. Whether this be for better or worse, it is nevertheless true, I think, that teachers not so long ago were satisfied to hand down to the younger generation the supposed wisdom of the ages in order that it might live thereby. Today we

are busy trying to determine whether all this wisdom is after all so wise as it may seem. Question has replaced precept and example. We usually express this attitude under the blanket term "research."

A student who becomes interested in the questioning attitude discovers that his undergraduate curriculum seldom gives him a chance to go very far in attacking the body of acquired opinion in any field of study. He desires and must have more time for satisfying his aroused curiosity. The awakening which many students get in the undergraduate school drives them into the graduate school.

2. Economic freedom. Graduate students seem to be, like the Kingdom of God, chosen from the poor, and are greatly in need of help. If you stop to consider the matter, this is a condition to be expected. The average parent, the father of comfortable or even greater means, has still the notion that "education" is guaranteed his offspring by a college in the conventional four-year period. This is all he will generally pay for—especially so when he does not understand exactly what it is his progeny is going in for. Furthermore, most family prosperity depends upon a business which must be kept a going concern, and the boy who has now been "educated" must return home to help his father carry on. And add to this the observation that climbing to one rung on the ladder of riches usually begets a desire to mount higher on the same scaffold, a height which, of course, cannot generally be reached by following the career into which the graduate school usually leads.

But despite the comparative poverty of graduate students, the financial means for continuing the college course beyond the bachelor's degree are considerably greater than they were in an earlier day. The general prosperity of the country is decidedly reflected in our graduate schools, especially in the South where the proportionate increase in wealth has been recently more remarkable than in any other section of the country. This is seen particularly in the ability of institutions of learning to provide subsidies for graduate students in the way of scholarships and fellowships, the number of which is growing every year. The most encouraging step in this direction in the South is the diversion of a certain part of the magnificent gift recently made the University of Virginia to fellowships in the Graduate School of that University, and of parts of the Laura Spelman Rockefeller Foundation grants made to the departments of social science in one or more southern universities, including the University of North Carolina.

3. Formal and legal requirements. The practice is now widespread the country over to base the pay of teachers in the state school system upon degrees or upon course credits. I shall not argue for or against this system. It has, incidentally, something in its favor; something against it. I am content here merely to point out its power of putting students into our graduate schools.

In like manner, the standardization of colleges by accrediting agencies in their requirement of a certain percentage of degree holders upon college faculties is directly responsible for another large group of graduate students. Again I shall not attempt to say what are the virtues and what are the vices

of this movement. As a practical situation it is, however, responsible for many graduate students.

The responsibility of the University to aid in developing the whole educational system of the state by providing the graduate instruction to equip teachers is perfectly obvious and has been emphasized in previous reports which I have presented to you. The truth is that the undergraduate program of instruction, in the College of Arts or in the School of Education, does not require a sufficient amount of training in any one subject to provide a high-school teacher well enough trained to teach the subject in which he has "majored." Graduate work in Education has emphasized and probably is tending to emphasize even more the preparation of school officials, while the teacher very properly is receiving his subject-matter preparation in the Graduate School.

This situation very naturally brings up the question of the content of the master's degree, the goal striven for by the average student intending to teach in a high school or in the elementary courses of a college. Perhaps no part of the whole university curriculum is receiving today as much consideration as is the nature of the master's degree. At every conference of those concerned with graduate instruction which I have attended in the past few years the problem has been discussed—and no solution has been obtained. General agreement may never be had. Local conditions cannot be altogether disregarded: the quality of the preparation of entering students, the closeness of the relationship between the graduate institution and the surrounding school system, and facilities for extensive research are some of the elements which will vary in different localities and which may have a bearing upon the quality of the master's degree. The Administrative Board of the Graduate School is interesting itself in the difficult question.

One of the great needs of the University is the establishment of a foundation for research in the natural sciences and the humanities. During the past ten years the development of the spirit of research at the University has been extraordinary. The following facts show the favorable character of the situation.

1. In the field of the physical sciences the competence of the faculty to deal with the research interests of graduate students is indicated by the fact that in the latest edition of Cattell's *American Men of Science* six members of the science faculty of the University are starred, that is, are included in the list of the 1,000 leading men of science in America. Three of these are in chemistry, two in zoölogy, and one in physics. As regards the field of social sciences, the Laura Spelman Rockefeller Memorial of New York has recognized the competence of our staff by granting over a period of five years the sum of $240,000 for research in social and economic problems, especially those connected with the South.

2. For the publication of research results the University has maintained for years the *Journal of the Elisha Mitchell Scientific Society* and *Studies in Philology*. Since its establishment five years ago the University Press has published approximately fifty volumes of scholarly character by members of

our own faculty and others. Four books published by the Press during this period have been placed on the list of the forty most important American books for the year of their publication. The Press furnishes the first real opportunity for scholarly publication on anything like an ample scale in the South. Its budget is partly from the University and partly from outside sources.

3. The University Library, now under construction, is again one of the very few libraries of distinctly university type in this whole region. Its first unit is under construction at a cost of $625,000 and will be available in a few months. The part played by the library in the University life may be seen from the fact that within the last ten years it has grown from 88,000 to 194,000 volumes, and its circulation last year was 243,000 volumes to students, faculty, and loans made in the state. It is on our program to build up here a great southern historical collection which will make this library the center for every student in the country who desires to study the almost virgin field of southern history.

4. The University has reworked or built new quarters for all of its scientific laboratories. This in itself has been a great stimulation to research.

These are some of the things the University has been able to do with limited resources and great handicap. Naturally, because of the liberal grant from outside sources, at the moment the social sciences are better provided for and the University should have facilities for making possible a balanced program which would make available similar facilities in other fields.

If a program of research is to be further stimulated and balanced up, something like the following essentials would seem necessary:

1. Further provision for the salaries of research men of maturity, experience and reputation who should be brought into the University. This might take the form of a supplement to the state salaries or of full salaries, or either, in different cases.

2. Provision for the salaries of men granted part or full relief from teaching for a period for research purposes whose teaching services it would be necessary to replace from University funds.

3. For the salaries of research assistants, that is, young men of promise and ability to help older men, and at the same time to receive a valuable training themselves.

4. For the purchase of necessary apparatus, books, and for field and traveling expenses in cases where such expense is necessitated by a particular project.

In commendation of the efforts we have so far made with limited resources, I should like to quote the following extract from the *Report of a Survey Conducted for the American Council of Learned Societies* by Professor F. A. Ogg of the University of Wisconsin:

> Although the first American university, i.e., Johns Hopkins, to devote itself primarily to advanced teaching and research is south of the Mason and Dixon line, research has, in general, been backward in the South as a section, for reasons that have to do mainly with the relative poverty of the southern states and people in the decades since the Civil War. Of late, however, there have been evidences of a stirring of interest, and reports of various activities and projects have attracted the attention of scholars in other sections.

. . . By common agreement . . . the leadership in the new research movement in the South is traceable to one institution, and to certain men and women in it, namely the University of North Carolina. The explanation of this leadership seems to lie in an unusually keen appreciation of the possibilities of service to the people of the state, in the presence in the faculty of many vigorous, ambitious, and productive scholars, and in liberal support of research interests by administrative authorities, facilitated, no doubt, by the notable economic and industrial development which the state has of late experienced.

More specifically, North Carolina calls for special mention as a center of humanistic and social research because (1) it has deliberately created an atmosphere on its own campus which is a challenge to research, stimulating it in many ways, among them by devoting yearly a hundred-page issue of the *University Record* to a survey, by departments, of research in progress; (2) it has launched and in part carried out a series of local surveys in rural social economics probably as well-conceived and fruitful as anything of the kind undertaken anywhere else in the world; (3) it has brought into existence an Institute for Research in Social Science which is well financed and capable of carrying out important projects; (4) it has supplied the impetus for the conferences, already mentioned, out of which may eventually arise a Southern Social Science Research Council; and (5) it makes liberal provision for publication of the products of research, has founded the University of North Carolina Press, and carries the burden of one of the principal scholarly journals in the social field.

Respectfully submitted,

JAMES F. ROYSTER, *Dean.*

THE SCHOOL OF LAW

REPORT OF THE DEAN

To the President of the University:

I have the honor to submit the following report, in behalf of the School of Law, for the year ending October 31, 1928:

The following faculty changes have occurred. The temporary appointments of Professors McGinnis and Evans, after extremely satisfactory service by each of them during the past year, expired in September. Professor McIntosh, after a year's leave of absence under the Kenan Foundation, has returned to duty. Fred B. McCall, formerly of the Charlotte bar and of this faculty, after spending a year at the Yale Law School and securing there his law degree, has been appointed Associate Professor of Law. M. T. Van Hecke, who served this School with distinction as Associate Professor of Law in the years 1921 to 1923, has since that time been a member of the faculty of the University of Kansas and last year was visiting professor at the Yale Law School. He has been appointed Professor of Law, and is teaching the subjects of Equity and Contracts during the current year. He is likewise engaged, at the request of the North Carolina Bar Association, in the preparation of a local annotation of the Restatement by the American Law Institute of the Law of Contracts.

The registration for the fall term 1928 was 118 students. Of this number 44 have the academic degree, 48 have at least three years of academic work, and only 26 have had less than three years of academic work. Nine states are represented in the student body. 105 are from North Carolina, 3 from New York, 2 each from Virginia, South Carolina, and Pennsylvania, 1 each from Alabama, Florida, Massachusetts, and Mississippi.

The consensus of opinion among the faculty and students is to the effect that the past year has witnessed a decided strengthening of the quality of all of the phases of the work of the School. A brief account follows of some of these special phases.

The law library shows the results of the coöperation of the President and trustees with the University librarian and the law faculty in the task of building an adequate library, as well as the efficient attention of the law librarian, and the intelligent liberality of an alumnus of the University. It has grown in size from 14,713 to 18,400 volumes during the year. A large part of this growth is due to a gift of an alumnus of $10,000 for the purchase of books. The giver withheld his name, but requested that the gift be known as "The Lucius Polk McGehee Memorial Fund." It has made possible the purchase of much material which is fairly indispensable to any serious research in the field of law. The strengthening of the law library has begun to stimulate its use by members of the bar, who are beginning to come to Chapel Hill

to investigate at the Law School matters beyond the scope of their own libraries. Every effort is made to welcome and encourage such use of our facilities.

In the original Law School reading room there is room for only seventy-five students. The use of the reading room has greatly increased in the last two years, and consequently it was decided to convert one of the basement rooms into an additional reading room, and this work is now under way. This room will likewise provide space for offices for the law librarian and the *Law Review.*

The summer school was successful and confirmed the wisdom of establishing it as an additional quarter of regular credit work. The visiting professors were Mr. Justice Brogden and Mr. Justice Connor of the Supreme Court of North Carolina, Professor Edmund M. Morgan of the Harvard Law School, Professor Wesley A. Sturges of the Yale Law School, and Dean J. L. Parks of the University of Missouri School of Law.

The Law School has for a long period placed stress upon the desirability of the student's acquiring in the School some useful familiarity with the practical and procedural aspects of the law, in addition to the essential grounding in the fundamental principles of substantive law. Consequently extensive courses in the first and second years, in Common Law and Code Procedure, respectively, form an important part of the curriculum. In addition to these courses, however, other stimulating opportunities for valuable contact with the actual problems which he will meet in office and court room and for personal acquaintance with representative members of the bench and bar have been provided for the student during the past year. In the first place, law clubs were organized in each of the three classes for the purpose of conducting arguments upon current important questions of law under the supervision of the faculty. A large proportion of the students took part in these preliminary arguments. In each class the winners were selected. These three pairs of opponents then prepared to take part in the final arguments of the three cases. These cases involved (a) the admissibility of evidence illegally obtained, (b) determinable fee-simple estates in North Carolina, and (c) the applicability of the 1927 Bad Check Act to post-dated checks. Careful briefs were prepared in each case by the students, and were printed. The cases were finally argued before a court composed of Associate Justices W. J. Adams and W. J. Brogden of the Supreme Court of North Carolina, and Messrs. A. L. Brooks of Greensboro, J. S. Manning of Raleigh, and John A. MacRae of Charlotte.

In the second place, the training in practical professional work was further extended by the inauguration of a course in Trial and Office Practice given in the third year. The value of this course was largely augmented by enlisting the coöperation of those engaged actively in pursuing the activities studied. Practical work was done by the students of this course in searching titles and preparing abstracts under the guidance of Mr. Kemp Battle; in elements of surveying under H. F. Janda, Professor of Engineering; in the preparation of deeds and mortgages under Mr. Kenneth Royall; in the organization of

corporations under Mr. C. W. Tillett, Jr.; and in the drawing of leases under Mr. C. R. Wharton.

In the third place, the ideas and ideals of the bar were brought to the students in a series of lectures, which included one by Mr. J. C. B. Ehringhaus on "The Trial of a Law Suit," and one by Judge R. W. Winston on "The Practice of Law."

I feel that the Law School has been singularly fortunate in being able to secure the active participation of these distinguished lawyers and judges in the enterprise of training recruits for the legal profession—an enterprise in which the bar is vitally interested but to which it usually gives little attention. This interest and the generous gift of their time by these men is wholly due to the active efforts of Professor Coates of the law faculty who has worked ably and untiringly in this behalf. The interest of the profession in this phase of the School's work has been further signalized by the generous gift by Mr. C. L. Shuping of the sum necessary to install in the law building a complete trial room, and similar assistance by Mr. W. M. Hendren and others in the installation of a large practice office, with necessary desks and files for the use of a class.

The *North Carolina Law Review* is rapidly reaching a leading position, under the editorship of Professor Wettach, in the field of American law quarterlies. It was increased in size by one-third during the past year. Among the important articles published during the year were the following:

"Arbitration under the North Carolina Arbitration Statute—the Uniform Arbitration Act," by Wesley A. Sturges.

"The Expanding Treaty Power," by Julian P. Boyd.

"Contributory Negligence and Proximate Cause," by Leon Green.

"Duty of a Public Utility to Serve at Reasonable Rates: The 'Valuation' War," by Gustavus H. Robinson.

"The Immunity of Federal Officers from State Prosecutions," by John S. Strahorn, Jr.

"Jurisdiction over Foreign Corporations," by John P. Bullington.

"Standards of the Bar," by Albert Coates.

Two changes in the curriculum regulations have been made by the administrative boards. One is the granting of the arts and commerce degrees to those who are taking the combined academic or commerce and law courses at the end of the first year in law (the fourth year of the combined course) instead of the second year. This will tend to make these combined courses more attractive. The other applies to those students who have had only two years of academic work before entering the Law School. Formerly they could take any academic courses whatsoever for the two years and this often resulted in poorly planned preparation. Under the new rule these two-year students are restricted to the well-defined courses prescribed for the first two years toward the academic degree or to a list of "pre-law" courses.

I suggest that the School of Law has needs, over and above the expansion of its present activities and facilities, which should engage the attention of the University administration in making its plans for the future, and in its

suggestions for the consideration of private benefactors. Among these needs are the following:

A Law School dormitory and dining hall, which should form the living quarters for the greater part of the student body, and should house visiting lawyers who should come here as lecturers and advisers, or for the purpose of using the library. This would form a legal center for the state, analogous to the old inns of court, and would greatly promote the constant discussion of legal problems which vivifies the student's interest in his work, and would make its mark on the future character of the bar by intensifying the fraternal spirit of the profession so essential to a bar of the highest class.

A foundation for the financing of one or more annual series of lectures by distinguished authorities in the legal world should be provided. The Law School and the University in general could gain great impetus and inspiration from the lectures of such brilliant figures as Hughes, Cardozo, Wigmore, and Pound, all of whom have given such lectures at other schools with pronounced effect. This is a means of widening and quickening the interest of faculty and students and of the profession generally, of which we feel a great need.

Provision for scholarships to worthy students in the Law School is entirely lacking and very much needed. A loan fund for the Law School to aid those who are temporarily hampered for want of funds.

Finally, a number of fellowships or assistantships should be established for seniors or recent graduates. There are very extended fields, especially in the local procedure in criminal and civil cases, where research into the actual results which are being obtained in the courts would be exceedingly useful to the profession and to the state. Such investigations have been frequently made in other schools at the instance of the bar associations and legislatures, and have led to the ascertainment of improved methods in the operation of the legal machinery. Such fellowships would likewise provide a testing ground for young men who, after this advanced training and some experience in the practice of the profession, might in part be looked to for recruiting the faculty in future.

In conclusion, I express the feeling of the entire School in tendering our appreciation of the generous and consistent support of the president, the trustees, and the University administration, in our task of building an adequate law school.

Respectfully submitted,

CHARLES T. MCCORMICK, *Dean.*

THE SCHOOL OF MEDICINE

REPORT OF THE DEAN

To the President of the University:

I am submitting to you the following report:

In my last report an appeal was made for an increased teaching staff and an enlarged physical equipment for the School of Medicine. Recommendations relative to the development of the School have been presented, and the Building and Executive committees of the Board of Trustees are recommending an appropriaton for a new building. It seems appropriate at this time, in order to establish the claim of the School for such consideration, to review briefly its history, its contribution to the state, its present status and outlook, so far as it may be predicted.

From 1878 to 1886, at the invitation of the Board of Trustees and with full coöperation of the faculty, courses in medicine and pharmacy were offered in Chapel Hill by Dr. Thos. W. Harris. During this period there were approximately 40 students in medicine; 27 of these became physicians and 21 practiced their profession in the state—a small but very useful group of citizens. The course, as then conducted, was a relic of the preceptorial system which soon disappeared.

In 1890 the school was reopened under the direction of Dr. Richard H. Whitehead and has continued without interruption. Dr. Whitehead resigned in 1905. During this period of 38 years 1,200 students have matriculated. Of these 160 dropped out, 190 are now in school or not yet permanently located, 87 have died, and 766 are in active practice. Of the latter group 541 are practicing in North Carolina, which is about one-fourth of the physicians in active practice in the state, and 225 are practicing in other states—largely in Virginia (30), Pennsylvania (28), New York (22), New Jersey (20), South Carolina (20), and Florida (11). Fifty-six of the group were natives of other states and returned to the home state to practice. It is significant that 78 per cent of the native North Carolinians have returned to serve their own people.

To the public service the School has made substantial contributions. Eight have been associated with the International Health Board, one as director for the United States; 15 are in the United States Army and Navy; 2 in the Public Health and Marine Hospital Service; 10 are full-time and 13 are part-time health officers in the state; and 7 are in service in the state hospitals. Former students of this School are practicing in 84 counties, and in the cities hold positions of leadership in every phase of the practice of medicine.

In the past 28 years, students of the school have led the examination of the State Board of Medical Examiners 20 times.

Since 1910 the educational standards of medical schools have progressed rapidly, and are now on a parity with any in the world. Students from this School have been and are now admitted to the best of these schools, as the following record will show:

University of Pennsylvania (since 1909)	193
Jefferson Medical College (since (1910)	167
Washington University (since 1917)	17
Tulane University (since 1923)	16
Harvard Medical School (since 1917)	13
Hopkins Medical School (since 1908)	11
Rush Medical College (since 1926)	7

There are several others of which we do not have complete records. In the 38 years every student completing the course has been transferred to an accredited clinical school and so far as is known there is no school that refuses to accept the work of this School.

There have been during the past year 250 applicants for admission—82 from this University, 20 from other colleges in the state, and 148 from outside the state. Applicants for admission to the class of 1929 are now being received.

In collaboration with the University Extension Division courses in pediatrics, general medicine, and physical diagnosis have been offered in all sections of the state. I feel confident that these courses have done more to lessen the mortality and morbidity among children than any other single factor, and the character of the general practice has been distinctly improved. There have been registered in these courses 1,329 physicians—some of them as many as six times. This work has been done without cost to the University.

For the greater part of this period the faculty has consisted of four professors and one associate professor, and at the present time there are five professors and three associate professors. There are thirteen subjects in the curriculum.

If a previous record has any predictive value the future of this School seems assured—only, however, upon condition that its faculty and equipment are brought up to the standards demanded of the modern medical school.

Respectfully submitted,

I. H. Manning, *Dean.*

THE SCHOOL OF PHARMACY

REPORT OF THE ACTING DEAN

To the President of the University:

I have the privilege of presenting the following report for the year ending October 31, 1928.

After thirty-one consecutive years of effective service as teacher and dean, Mr. E. V. Howell was granted a leave of absence during the summer and fall quarters of the present year in order to complete in France some investigative work he began several years ago. Because of his absence this report will not embrace any specific recommendations but will instead set forth certain facts of interest and importance that bear upon the work and welfare of the School of Pharmacy.

Registration

The students enrolled in the School of Pharmacy number 70. The distribution by classes is as follows:

First year	31
Second year	18
Third year	21
Total	70

On the same date last year the number was 74. There has, therefore, been a decrease of approximately 5 per cent in the registration. The above figures take no account of eight pharmacy students (an increase of 4) enrolled in the School of Applied Science for the B.S. (Phar.) degree. If they be counted, the total registration, 78, is exactly the same as for last year. The failure of the School to show a numerical gain this year is due in part to economic conditions in the eastern part of this state and in South Carolina, but mainly to the high mortality in last year's freshman class, which originally contained 32 students but which now numbers only 18.

Four-Year Minimum Course in 1932

At the 1928 convention of the American Association of Colleges of Pharmacy it was decided to require of all member colleges that beginning July 1, 1932, no course of less length than four years be offered as a standard degree course. This action on the part of the national association grew out of a very definite feeling on the part of the delegates that by 1932 the time would be ripe for putting pharmaceutical education on a baccalaureate basis. Impetus was given to this movement last year when the National Association of Boards of Pharmacy went on record as favoring the adoption of a four-year minimum course. Four universities on the Pacific Coast, two in the Middle West, and one in the South (Georgia), had already extended their curricula

to four years, and this fact also had weight in encouraging the change. In terms of our School the new regulation will necessitate an expansion of subjects, of teaching force, and of material equipment. The effective date is still some distance in the future but is nevertheless near enough to need preliminary planning.

There will unquestionably be objections on the part of many pharmacists and educators to the added year on the grounds that present-day pharmaceutical practice does not warrant a greater amount of compulsory training than is now demanded. But the same arguments which the majority of these objectors advance were used to combat the change from a one- to a two-year course, and in 1925 were vehemently applied in opposition to the adoption of a three-year course. The added college requirements have been justified, however, and it is confidently believed that by 1932 the latest regulation will receive general endorsement.

More Emphasis on Commercial Instruction

The necessity of adding another year to our curriculum calls to mind two resolutions that were adopted by the National Association of Boards of Pharmacy this past summer. The first resolution was to the effect that more time should be given by schools of pharmacy to the practical and commercial phases of the retail drug business. The second recommended that wherever possible model drug stores should be installed in colleges of pharmacy to serve as laboratories for merchandising and salesmanship courses. These resolutions, particularly the first one, give strength to the idea that some agreement might be reached between the local schools of pharmacy and commerce whereby certain subjects such as economics, accounting, salesmanship, advertising, etc., would be taught by the latter school to students of the former. The question of the content and extent of business subjects in pharmaceutical curricula has been discussed vigorously in conventions of teachers without any agreement having been reached except on fundamentals. But with an expanded course, such as the one proposed for 1932, there would be room for, and unquestionably need for, commercial courses, and since they could be given here to pharmacy students without materially increasing the expense of the School of Commerce, it seems advisable to consider requiring certain fundamental business subjects in the new four-year scheme of study in order better to train our students for the commercial aspects of their work as pharmacists.

An Educational Survey Contemplated

The foregoing remarks on curriculum matters lead up to a proposed plan that needs mention in this report. At the recent joint convention in Portland, Maine, of the American Pharmaceutical Association, the American Association of Colleges of Pharmacy, and the National Association of Boards of Pharmacy it was unanimously agreed that a comprehensive, impartial survey of pharmaceutical education should be undertaken at the earliest possible moment. It is hoped that the Carnegie Foundation will agree to make the

survey, but if it does not, then another competent agency outside of the field of pharmacy will be selected. An objective survey of pharmacy was completed recently and it, together with the study now proposed, should provide schools of pharmacy with exhaustive information and expert counsel that can be applied in shaping a model curriculum. The three organizations mentioned above appropriated a sum in excess of $30,000 with which to meet a part of the cost of the survey. The remaining amount may be granted by the Rockefeller Foundation.

THE ADDITION OF GRADUATE COURSES

As explained in an earlier paragraph, the local School of Pharmacy must go on a four-year basis in 1932. The degree offered will likely be Bachelor of Science in Pharmacy. With this solid foundation on which to build, and assuming by that time an increased teaching staff in pharmacy and the cooperation of the departments of chemistry, botany, etc., should not the School then begin offering graduate courses? Two reasons for such a step are submitted for your consideration. In the first place, the larger universities that have schools of pharmacy are beginning to offer master's and doctor's degrees in pharmacy. Illustrations that come to mind of universities conferring the M.S. (Phar.) degree are Minnesota, Nebraska, Washington, Wisconsin, Columbia, Florida, Kansas, and Oklahoma; also Oregon State College and the Philadelphia College of Pharmacy (the oldest school of pharmacy in America). The first five of these plus the University of Michigan offer the degree of Ph.D. in Pharmacy. These examples strengthen the belief that graduate work in pharmacy is feasible and desirable. In the second place there is no college in the South, except Florida, offering graduate courses, and it gives only the subjects leading to the master's degree. Here and there in the South are pharmacy students desiring to prepare themselves as teachers or to secure higher training for work in drug manufacturing or research. Nowhere between Florida and Columbia can such preparation be obtained. It may be that the School here should set itself to such a purpose. At any rate your consideration of the idea is requested.

SUMMER SCHOOL COURSES IN PHARMACY

There is an increasing need for pharmacy courses during the summer quarter. Eventually the School should offer work in every quarter of the year, but during the interim certain fundamental courses in pharmacy should be given. An arrangement could doubtless be made with the director of the Summer School so that next year one member of the pharmacy faculty (and later two or more) would offer at least elementary courses in pharmacy and materia medica.

THE NORTH CAROLINA BOARD OF PHARMACY

For several years the North Carolina Board of Pharmacy has been holding its semi-annual examinations in the pharmacy building here at the University. This arrangement proves of great convenience to our applicants seeking li-

cense as pharmacists. Furthermore it is an indication of the harmonious relationship existing between the members of the examining board and of the School staff. Not only the Board but the State Pharmaceutical Association as well evidence constantly a spirit of such sympathetic helpfulness and interest that occasion is taken in this report to acknowledge the value of coöperation and to express with earnestness the sincere appreciation of the School.

In Conclusion

There is omitted in this report an enumeration of the School's need for increased finances since these needs were presented in detail in the budget requests for the next biennium. But may I repeat here, Mr. President, that the School of Pharmacy cannot be expected to function efficiently until its funds are augmented by the modest and essential increases that were asked for and explained in the budget proposals?

Respectfully submitted,

J. G. Beard, *Acting Dean.*

THE SCHOOL OF EDUCATION

REPORT OF THE ACTING DEAN

To the President of the University:

I have the honor to present the following report of the School of Education for the year ending October 31, 1928.

Registration Statistics for the School of Education

Registrations, Fall Quarter, 1928. For the fall quarter of the current year there are, after deducting withdrawals, 394 students registered in the School of Education. These are distributed as follows: Freshmen, 124; Sophomores, 91; Juniors, 117; Seniors, 62. The following table shows the comparative figures for the fall quarters of 1926, 1927, and 1928.

	Fall Quarter 1926	Fall Quarter 1927	Fall Quarter 1928
Freshmen	134	141	124
Sophomores	92	123	91
Juniors	65	88	117
Seniors	53	66	62
Total	344	418	394

Registration Statistics for Courses in Education

The figures given in this paragraph include all registrations for courses in Education, regardless of the school in which the students are registered. The table given below, therefore, shows the registrations for courses in Education for students not only registered in the School of Education but for those in the College of Liberal Arts, the School of Commerce, and the Graduate School as well.

Registrations, 1927-1928. For the year 1927-1928 the total number of registrations for Education courses in residence was 872, representing 707 individual students (counted by quarters). These registrations for the year were distributed by quarters as follows: Fall quarter, 274; winter quarter, 289; spring quarter, 309.

Registrations, Fall Quarter, 1928-1929. For the fall quarter of the current year, there are 260 registrations for Education courses in residence, representing 210 individual students.

Comparative Figures Summarized: Registrations in Education

	1926–1927	1927–1928	1928–1929
Fall quarter	235	274	260
Winter quarter	224	289	----------
Spring quarter	196	309	----------
Total registration	655	872	260*
Individual students	539	707	210*

Prospective Teachers and the Tuition Exemption

At the present time there are in residence 382 students availing themselves of the free tuition provision for teachers, as against 415 such students for the fall quarter of last year. Thirty-five of these have already taught for two or more years in the schools of North Carolina and, under the state law, are entitled to exemption from the payment of tuition. Three hundred and forty-seven have given teachers' notes for their tuition and have signed the usual agreement to teach in North Carolina for a period of at least two years after leaving the University. A distribution by classes of students availing themselves of the free tuition provision for the past year and for the fall term of the current year is shown in the table below. It will be noted that the numbers shown for the winter and spring quarters are for new students only and are not the totals for those quarters.

Distribution of Students Exempt from Tuition

	1927–1928				1928–1929
	Fall	Winter**	Spring**	Total	Fall
Graduate students	24	3	2	29	20
Seniors	61	3	0	64	54
Juniors	76	7	4	87	112
Sophomores	116	0	0	116	80
Freshmen	128	0	0	128	112
Specials	10	1	0	11	4
Totals	415	14	6	435	382

Of the 382 students exempt from the payment of tuition under the law and the University's regulations for administering this provision, 358 are registered in the School of Education, 4 in the College of Liberal Arts, and 20 in the Graduate School.

All foregoing statistics are for students in residence. Those for the extension classes in Education are shown below.

*Fall term only. **New exemptions for this quarter.

EXTENSION WORK IN EDUCATION

There are six members of the Education staff devoting their full time to teaching extension classes in the cities and towns of the state. These are Professor McKee, Associate Professors Tyler and Morrison, Assistant Professor Bason, Instructors Hicks and Alling. In addition to these six, three other members of our resident teaching staff are teaching six extension classes.

For the current semester nine members of the Education staff are conducting forty-three extension classes in twenty-two communities, having a total registration of 1,227 students, most of whom are teachers now in service.

In the spring semester of the previous academic year six members of the staff conducted thirty-three extension classes in sixteen counties, having an enrollment of 890 students.

CORRESPONDENCE INSTRUCTION IN EDUCATION

The following table shows the courses in Education given by correspondence and the number taking each course from November 1, 1927, to October 31, 1928:

Education c n3	37	Education c 36b	13
Education c n4	30	Education c 37a	48
Education c n5	32	Education c 37b	26
Education c n6	21	Education c 42a	51
Education c n8	60	Education c 42b	25
Education c n10	16	Education c 46a	47
Education c n11	20	Education c 46b	10
Education c n12	11	Education c 51a	33
Education c n13	1	Education c 51b	18
Education c 1a	73	Education c 52a	24
Education c 1b	21	Education c 52b	10
Education c 20a	15	Education c 62a	9
Education c 20b	6	Education c 62b	6
Education c 26	67	Education c 82Pa	1
Education c 31	48		
Education c 36a	23	Total	802

The following tables show the centers in which extension classes in Education are conducted, the names of the instructors, the courses given, and the numbers registered.

Extension Classes in Education, Fall Term, 1928

Extension Center	Instructor	Course	No. Students
Lincolnton	Alling	Ed. 89a	12
Lincolnton	Alling	Ed.	12
Shelby	Alling	Ed. 89a	26
Shelby	Alling	Ed.	27
Albemarle	Bason	Ed. 68a	37
Albemarle	Bason	Ed. 83a	36
Monroe	Bason	Ed. 68a	29
Monroe	Bason	Ed. 83a	27
Wadesboro	Bason	Ed. 68a	21
Wadesboro	Bason	Ed. 83a	19
Beaufort	Hicks	Ed. 2a	29
Beaufort	Hicks	Ed. 68a	29
New Bern	Hicks	Ed. 2a	12
New Bern	Hicks	Ed. 68a	21
Washington	Hicks	Ed. 2a	35
Washington	Hicks	Ed. 68a	36
Buies Creek	McKee	Ed. 60a	27
Buies Creek	McKee	Ed. 90a	27
Fayetteville	McKee	Ed. 60a	26
Fayetteville	McKee	Ed. 90a	36
Henderson	McKee	Ed. 60a	17
Henderson	McKee	Ed. 90a	24
Kinston	McKee	Ed. 60a	33
Kinston	McKee	Ed. 90a	35
Asheboro	Marks	Ed. 62a	29
Asheboro	Marks	Ed. 68a	30
Rockingham	Morrison	Ed. 68a	27
Rockingham	Morrison	Ed. 90a	34
Whiteville	Morrison	Ed. 68a	33
Whiteville	Morrison	Ed. 90a	40
Wilmington	Morrison	Ed. 68a	7
Wilmington	Morrison	Ed. 82a	25
Wilmington	Morrison	Ed. 90a	39
Pinehurst	Mosher	Ed. 62a	18
Pinehurst	Mosher	Ed. 65a	16
Sanford	Mosher	Ed. 65a	18
Salisbury	Trabue	Ed. 90a	40
Asheville	Tyler	Ed. 60a	41
Asheville	Tyler	Ed. 90a	45
Forest City	Tyler	Ed. 60a	43
Forest City	Tyler	Ed. 90a	47
Hendersonville	Tyler	Ed. 60a	24
Hendersonville	Tyler	Ed. 90a	38
Total Registration, Fall Term, 1928			1,227

EXTENSION CLASSES IN EDUCATION, SPRING TERM, 1928

Extension Center	Instructor	Course	No. Students	
Asheville	Bason	Ed. E 2b	48	
Asheville	Bason	Ed. E 81b	36	
Hendersonville	Bason	Ed. E 2b	19	
Hendersonville	Bason	Ed. E 81b	20	
Rutherfordton	Bason	Ed. E 2b	37	
Rutherfordton	Bason	Ed. E 81b	35	
				195
Albemarle	Knight	Ed. E 26b	29	
Albemarle	Knight	Ed. E 31b	48	
Albemarle	Knight	Ed. E 37b	19	
				96
Lincolnton	McKee	Ed. E 60b	15	
Lincolnton	McKee	Ed. E 81b	15	
Monroe	McKee	Ed. E 60b	35	
Monroe	McKee	Ed. E 81b	31	
Shelby	McKee	Ed. E 60b	53	
Shelby	McKee	Ed. E 81b	52	
Wadesboro	McKee	Ed. E 60b	28	
Wadesboro	McKee	Ed. E 81b	24	
				253
Asheboro	Marks	Ed. E 2b	14	
Asheboro	Marks	Ed. E 81b	16	
Asheboro	Marks	Ed. E 55a	20	
Asheboro	Marks	Ed. E 82a	22	
				72
Biscoe	Mosher	Ed. E 55a	21	
Biscoe	Mosher	Ed. E 55a	17	
Carthage	Mosher	Ed. E 2b	15	
Pinehurst	Mosher	Ed. E 55b	12	
				65
Leland	Tyler	Ed. E 81a	21	
Leland	Tyler	Ed. E 81b	22	
Rockingham	Tyler	Ed. E 2b	26	
Rockingham	Tyler	Ed. E 60b	29	
Whiteville	Tyler	Ed. E 2b	25	
Whiteville	Tyler	Ed. E 60b	24	
Wilmington	Tyler	Ed. E 2b	31	
Wilmington	Tyler	Ed. E 60b	31	
				209
Total registrations				890

Degrees Conferred

Since my report of last year, the degree of Bachelor of Arts in Education has been conferred upon 64 persons, 51 men and 13 women. Forty-five (45) of these received their degrees at commencement in June, and 19 others at the close of the summer school in August. In addition to these, there were seventeen who received the master's degree whose major field was Education—one in June and sixteen in August, and one who received the degree of doctor of philosophy in August.

Changes in Personnel

Since my report of last year, the following changes in personnel have taken place: Roy Williamson Morrison, Ph.D., who for the past two years has held a research fellowship in the Institute of Social Research and who was awarded the degree of doctor of philosophy in August, has been added to the Extension Teaching staff. His rank is that of associate professor of Education.

Elizabeth T. Alling, A.B., formerly visiting teacher under the National Committee on Visiting Teachers in Huron County, Ohio, has been appointed visiting teacher with the rank of instructor on our Extension Teaching staff. Miss Alling comes to us under the auspices of the National Committee on Visiting Teachers.

Ernest Henry Hicks, M.A., has been appointed instructor in Education on our Extension Teaching staff. Mr. Hicks holds the master's degree from George Peabody College for Teachers. He has taught in the public schools of South Carolina and was later instructor in Educational Psychology in the East Tennessee State Teachers College.

E. C. Hunter has been appointed assistant in Educational Psychology, succeeding G. B. Dimmick, who held the position last year.

W. E. Drake, M.A., has been appointed teaching fellow in Education, succeeding J. P. Anderson, who held this appointment last year.

Howard F. Munch, M.A., has been promoted from the rank of assistant professor to that of associate professor.

Elementary Education

During the past year the Education staff worked out a four-year curriculum designed for the preparation of teachers for the elementary grades that leads to the degree of Bachelor of Arts in Education. This curriculum was approved by the administrative board of the School of Education in the spring of 1928. A Division of Elementary Education was set up for the first time in the Summer School of 1928, and the old Normal School Division was abandoned. Additional courses in Elementary Education of graduate grade have been set up for teachers, principals, and supervisors. The plan of work for the regular year is correlated with the work of the summer quarter in such a way that certain of the courses required for the degree will be offered only in the regular college year, whereas others, for the present, are to be offered in the summer quarter only. This arrangement, which was necessary

on grounds of economy, has worked advantageously in two ways: it has enabled us to provide in the summer, when the enrollment of elementary grade teachers is largest, a wider offering in Elementary Education, as well as one more directly suited to the needs of those who come for certificate credit only, and it has enabled us to begin our program of elementary education on a very economical basis. Some features of the present plan will not, however, prove satisfactory as a permanent arrangement.

VISITING TEACHER

The National Committee on Visiting Teachers, under the chairmanship of Dr. Howard W. Nudd, of New York, has this year selected the University of North Carolina as a center for one of its demonstration visiting teacher projects. As noted above, Miss Elizabeth T. Alling comes to us under the auspices of the National Committee as our first visiting teacher in the regular college year. She is at present conducting classes through the Extension Division.

EXTRA-CLASSROOM ACTIVITIES

The members of the staff continue their extra-classroom activities, as noted in previous reports. These activities include conducting correspondence courses in Education, editing the *High School Journal,* conducting a teachers' bureau, directing research, coöperating with the Orange county school officials, conducting the Bureau of Educational Information and Service through the Extension Division, delivering educational lectures and addresses, and rendering expert service to the schools of the state whenever possible. All members of our staff endeavor to maintain wholesome contacts and helpful relations with the schools and the school workers of the state.

THE NEW BERN SURVEY

In the spring of 1928, at the request of Superintendent H. B. Smith and the city school board, members of the Education staff, assisted by several graduate students in Education, made a survey of the New Bern schools for the purpose of laying out a school building program for that city. This project was carried out under the direction of Dr. R. W. Tyler.

THE BUREAU OF EDUCATIONAL RESEARCH

Due to the fact that no funds have been available during the past year for carrying out research projects, most of the activity of the Bureau of Educational Research has been directed toward increasing the distribution of standardized testing material and helping the public school officials in the state to use this material intelligently. The quantity of test material carried in stock in Chapel Hill has been increased sufficiently to enable the bureau to supply promptly the test needs of the larger school systems. The best new tests published during the past year have been added to the stock of the bureau and a supplement to the price list issued in 1927, giving prices and descriptions of the new tests stocked, has been prepared and sent to more than

one thousand users of test material throughout the South. The many requests for help in mapping out testing programs which have been received have been given careful attention. Through this service the bureau has kept in close contact with the public school officials in the state and has paved the way for future coöperation in research projects. Material valued at $9,063.25 was distributed in the period January 1 to October 1, 1928. This represents an increase of 62.4 per cent over the corresponding period of 1927.

North Carolina College Conference Records. On February 14, the seniors in 601 high schools in the state were tested under the auspices of the North Carolina College Conference. A proportionate part of these tests was scored at each of the larger colleges in the state, and the papers were sent to the Bureau of Educational Research. The scores made on these tests were tabulated and the papers filed. Each member of the College Conference was supplied with a copy of the tabulations and with the scores made by its applicants for admission.

Negro High School Senior Tests Scored and Tabulated. The same test which was administered to the white seniors by the College Conference was administered to approximately 1,600 Negro seniors by W. A. Robinson, state supervisor of Negro schools. These test papers were sent to the Bureau of Educational Research where they were scored and the results tabulated. Medians were calculated for each school taking the test and for the state as a whole.

Burlington Building Program. At the request of the superintendent of schools of Burlington, North Carolina, a partial survey of that community was undertaken by the bureau with the aid of a summer session class in school building problems. A complete school census was made and maps prepared showing the homes of pupils in each level of the public school system as well as pupils who were of high school age but not actually in school. A report is being prepared for the local authorities giving recommendations regarding the construction and remodeling of the present school plant.

High School and College Test Bulletin. The bureau is working now on a report to be published by the American Council on Education, showing the different tests now available for high school and college students, and the uses to which each of these tests has been put in various colleges of this country. This investigation is made possible by a grant from the American Council.

High School Freshman Study. More than ten thousand students in the first year of the high schools of North Carolina have been enrolled in a cooperative program of testing. This investigation is made possible by the support of approximately 140 high schools in the state which agreed to buy, give, score, and report on tests selected by the bureau. This study should be of value in showing the products of the elementary school course in North Carolina and will give us a measure of progress in these schools during the past five years. A similar study with a smaller number of pupils and schools was conducted by the bureau in 1923.

Spelling Inquiry. The work begun last year has been continued by giving sixty lists of twenty-five words each to more than three thousand pupils in selected school systems in the South. The difficulty of each word in the sixty lists has been determined and average scores calculated for the schools which coöperated in the project. A report of the project is now being prepared for publication.

EXPANSION OF THE SCHOOL OF EDUCATION INTO A TEACHERS COLLEGE

In the memorandum prepared to accompany the budget requests of the School of Education, it is proposed to expand the present School of Education into a modern teachers' college that is the equal of the best to be found in American state universities. Such an institution as is proposed is needed in this state and section, and the University is the logical institution to sponsor its development. It is proposed that the teachers' college be provided with the necessary equipment and staff to enable it to perform effectively the manifold functions that a modern teachers' college of university grade is expected to perform. The two major purposes of a teachers' college in a state university are (1) to improve the quality of teaching in the schools by supplying competent leadership, and (2) to train teachers for the elementary and secondary schools, normal schools, and colleges, principals, supervisors, and superintendents, and technical workers in the field of education.

In order to perform these functions effectively and in accordance with sound university standards and traditions, special equipment, modern laboratory school facilities, and a highly trained staff of teachers and technical workers are essential.

The major projects for which additional funds are requested include a modern training school under the full control of the University, an enlarged bureau of Educational Research, a strong department of Elementary Education, an enlarged program of graduate work, and new departments of Physical Education, Fine Arts, Music, and Commercial Education.

This proposal is set forth in detail in the memorandum which accompanied the budget requests submitted in July. The plan and the budget were approved by the executive committee of the trustees in September, and they are now before the State Budget Commission for presentation to the General Assembly when it meets in January. I presume the details of these proposals need not be reiterated in this report.

Respectfully submitted,

N. W. WALKER, *Acting Dean.*

THE SCHOOL OF ENGINEERING

REPORT OF THE DEAN

To the President of the University:

I have the honor to present the report for the School of Engineering for the year ending December 1, 1928.

Total enrollment for all departments for the fall quarter of 1928 amounts to 223. The following table shows the division of students by classes and departments for the scholastic year of 1928-1929.

	Chemical	Civil	Electrical	Mechanical	Totals
Freshman	10	32	34	9	85
Sophomore	6	28	26	4	64
Junior	3	19	14	3	39
Senior	1	19	9	1	30
Special				1	1
Graduate		2	2		4
Totals	20	100	85	18	223

The enrollment for 1928-1929 shows a slight decrease, about 2 per cent, as compared with that of 1927-1928. I do not believe that this slight fluctuation in registration for the Engineering School is of very much significance.

Cooperative Course

Among the investigations that have been carried on for the past four years by the Society for the Promotion of Engineering Education, a study has been completed of the system of coöperative education. I quote the following as representing the conclusions of the committee:

> Coöperative engineering training has passed through an initial experimental period and is now firmly established in the general field of engineering education in the United States. It has been adopted and is working successfully in several of the strong institutions of the country. This fact alone, if there were none other, is proof that the plan has merit and deserves a recognized place in engineering education. On the other hand, few except the most ardent advocates of the system will probably hold that it should be adopted universally.

In my review of the report of the Board of Investigation and Coördination, which was presented to the convention of the Society for the Promotion of Engineering Education at Chapel Hill in June, 1928, the following statement was presented:

> To one who has spent a number of years in engineering practice, and who later in life enters the teaching field, it would appear self-evident to this person that there is a decided advantage for the student to spend part of his school period on outside engineering activities, performed under the partial guidance of an engineer-professor.

The coöperative relations between the School of Engineering and the outside firms continue to be very satisfactory, which is evidenced by the willingness of our coöperative firms to take on additional coöperative students.

DEPARTMENT OF MECHANICAL ENGINEERING TO OFFER TRAINING IN AERONAUTICAL ENGINEERING

Because of the wide interest and extreme importance of aeronautics, the Department of Mechanical Engineering contemplates offering courses in aeronautical engineering, commencing September, 1929. Through the efforts of Professor Hoefer, head of the Department of Mechanical Engineering, the School of Engineering has been granted a loan by the United States Government of laboratory equipment estimated at a value of about $5,000. This equipment will serve as laboratory instruction in connection with courses in aeronautical engineering.

SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION

The Society for the Promotion of Engineering Education held its annual meeting at Chapel Hill, June 26-29, 1928, and because of the generous coöperation of the University authorities this meeting was one of the most successful that has ever been held by the Society. The meeting attracted a large number of teachers from the most prominent institutions in the United States and Canada, as well as many others interested in engineering education. Over 400 guests registered for the convention. The holding of this convention at Chapel Hill was a decided recognition of our School of Engineering and will be the means of providing closer relations with other engineering schools.

LABORATORIES

The laboratory of the Department of Mechanical Engineering is at present fairly well equipped for instructional purposes in steam engineering. For the conservative expansion of this department it is now necessary that there should be provision for equipment in the fields of gas, refrigeration, aeronautics, pumping, and ventilation. This does not mean specialization in any of the above subjects, but needed additions for the teaching of fundamentals in heat, power, and design.

With reference to the Department of Electrical Engineering, I respectfully call your attention again to the fact that some provision for the expansion of the dynamo laboratory is urgently needed.

The other laboratories of the School of Engineering are very well equipped but, as I have emphasized in my former reports, it is very necessary that all of the laboratories be furnished sufficient funds to keep abreast of the rapid development in the fields of engineering and to provide for the maintenance and replacement of obsolete apparatus. This applies particularly to the sanitary engineering laboratory which has been handicapped by lack of maintenance funds to operate in the most efficient manner.

In the event that the dam is constructed on Morgan's Creek for additional water supply, I should like to call your attention again to the importance of making provisions in this construction for the installation of a research hydraulic laboratory.

Research and Graduate Work

The researches in earth pressures on culvert pipes, which have been carried on by the School of Engineering for the past four years in coöperation with the State Highway Commission and the United States Bureau of Public Roads, have been completed and the report is now in the hands of the government officials for publication. This report will appear in the *Public Roads Journal* or as a separate bulletin.

In reference to research in sanitary engineering, Professor Baity reports:

A two-years' investigation of the quantities, characteristics, and methods of treatment of combined sewage and textile wastes is now being completed. This work has been carried on coöperatively with the city of Durham through a fellowship furnished by that city.

We have now commenced on the second year of a study on the use of chlorine in sewage treatment, a graduate fellow devoting the major portion of his time to this work. This investigation is being carried on coöperatively by the town of Chapel Hill, the Chlorine Institute of New York, and the School of Engineering. An experimental sewage treatment plant is being operated for the town of Chapel Hill to obtain data on which to base the design of the new treatment works.

I beg leave to call your attention to a very interesting article which appeared in the November 4 edition of the Durham *Morning Herald,* calling attention to the Water Resources Division of the Department of Conservation and Development and the close coöperation with our School of Engineering. Professor Saville as head of the Water Resources Division of the above department, with the assistance of members of the staff of the School of Engineering and graduate students, has been carrying on certain research projects coöperating between the Department of Conservation and Development and the School of Engineering. One of the projects relates to rainfall evaporation, stream flow, and silting on the Durham watershed.

In the division of highways Professor Trimble reports that a study is being made in advanced highway materials for the purpose of determining the effective shape of the particle in concrete aggregates.

Professor Hickerson reports important researches in the field of structural engineering. A new column formula was developed by him and was published in the 1928 Proceedings of the American Society of Civil Engineers. This new formula has received favorable comments from many engineers in America and foreign countries, including such men as Professor Ross of Australia, Mr. Salmon of London, and Dean Turneaure of Wisconsin. This column formula possesses distinct advantages over certain formulas that are in use at the present time.

Professor Hickerson has further made a very elaborate study and computation of the bending moment coefficients for continuous beams, which, when published, will undoubtedly be of great value to the designers of reinforced concrete structures.

CHANGES IN PERSONNEL

Professor H. F. Janda, former head of the Department of Civil Engineering, resigned on September 1 to take up similar work in the University of Wisconsin. This is a distinct loss to our School and we regret that we shall no longer have the benefit of Professor Janda's advice and excellent coöperation.

Professor H. G. Baity has been made head of the Department of Civil Engineering as successor to Professor Janda.

Mr. John M. Foushee, former instructor in engineering and coördinator to the coöperative students, resigned on September 1 to become City Manager of Chapel Hill.

Mr. A. R. Hollett, who received his B.S. in Civil Engineering from the University of North Carolina in June, 1928, was appointed to succeed Mr. Foushee.

Mr. R. F. Stainback, graduate in Electrical Engineering from the University of North Carolina in 1926, was appointed on September 1 as instructor in Electrical Engineering.

Mr. C. E. Feltner, graduate in Civil Engineering from the Virginia Polytechnic Institute in June, 1928, was appointed on September 1 as instructor in Engineering.

In closing I wish to express our appreciation of the coöperation that we have received from the University administration.

Respectfully submitted,

G. M. BRAUNE, *Dean.*

THE SCHOOL OF PUBLIC WELFARE

To the President of the University:

I beg to submit this brief report of the School of Public Welfare and the Department of Sociology for the year 1927-1928.

The work of the School continues to be closely correlated with the Department of Sociology. The staff has been increased through the coming of Professor L. L. Bernard from Tulane University, who is giving courses in social theory and continuing his valued research. The School has also been fortunate in having the coöperation of the Institute for Research in Social Science. Professors Groves, Woofter, Johnson, Brown, and Vance each offer one course each quarter. This has especially strengthened the graduate courses.

During the year Professor Groves started his courses on the family and marriage relations. These courses were given primarily to the seniors. The experiment will continue this year with enlarged possibilities. Special attention has been given to undergraduate courses and methods in teaching. The department has laid stress on correlating these beginning courses with professional training and vocational guidance.

The School is planning a special degree in Public Welfare, and some new steps in training for public service. This plan will be presented to the administrative board of the School of Liberal Arts in the near future.

The School is coöperating with the State Board of Charities and Public Welfare by lending them Professor W. B. Sanders, who is directing a statewide survey of Negro child welfare for Commissioner Kate Burr Johnson.

With the renewal of the coöperation between the County of Orange and the School of Public Welfare, Mr. George Lawrence was elected full-time county superintendent of Public Welfare. This will give opportunity for field work in the proper training of students for social service. It also gives the county the benefit of trained leadership.

Mr. Roy M. Brown is actively in charge of the public welfare work of the School.

The enrollment continued its gradual increase both in graduate and undergraduate students. The increase in undergraduate students was marked.

Respectfully submitted,

HAROLD D. MEYER,
Acting Chairman of the Faculty for the Department of Sociology.

THE SUMMER SCHOOL

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to submit herewith my report as director of the University Summer School for the year 1928. There were two terms of the Summer School of approximately six weeks each. The first term began June 14, and ended July 24, the second began on July 25 and ended August 31.

Registration Statistics

In the first term 1,752 students were enrolled, and in the second term 904, making a total of 2,656 for the two terms. Since each term constitutes a unit of time, these figures represent the actual instructional load. Deducting the 637 students who were registered in both terms, the actual number of individual students for the summer is found to be 2,019. In 1927 there were 1,984; in 1926 there were 1,750; and in 1925 there were 1,733.

Distribution by Groups and by Terms

	First Term	Second Term	Total Registration
Graduates	348	212	560
Undergraduates	1,404	692	2,096
	1,752	904	2,656

	Graduates	Undergraduates	Total
First term only	200	916	1,116
Second term only	61	206	267
Both terms	151	485	636
	412	1,607	2,019

Miscellaneous Statistics

In the first term there were 729 men and 1,023 women; in the second term there were 484 men and 420 women. Eleven hundred and nine in the first term and 161 others in the second term (a total of 1,270 individuals) had taught. Two hundred and eight in the first term, and seventeen others in the second term (a total of 225 were preparing to teach).

Fifteen hundred and seventy-five (1,575) in the first term and 245 others in the second term (a total of 1,820 or 90.1 per cent of the total number of individuals) had received training above the high school. Compare this with 88.8 per cent in 1927 and 81.1 per cent in 1926.

All work offered this year except in writing carried credit towards some degree.

Five hundred and fifty-two in the first term and 96 others in the second term (a total of 648 or 32 per cent) held degrees. Compare this with 32.8 per cent in 1927 and 25.6 per cent in 1926. Degrees were held in the following numbers: A.B. 456, B.S. 59, B.Mus. 22, A.B. in Education 12, Ph.B. 6, B.Litt 3, B.S. in Education 2, B.D. 2, LL.B. 1, Ph.C. 1, B.Ped. 1, A.M. 74, S.M. 8, Ed.M. 1; total 648.

According to religious affiliation or preference we find the following numbers: Baptist 622, Methodist 579, Presbyterian 362, Episcopal 133, Lutheran 69, Christians, 62, Friends 18, Jewish 14, Roman Catholic 12, Disciple 11, Reformed 8, Moravian 7, Congregational 6, Holiness 6, Universalist 4, Christian Science 2, Adventist 1, Church of the Brethren 1, no expression of preference 105.

Of the one hundred counties in North Carolina all except two, Avery and Swain, were represented. The counties (in order) sending the largest numbers were as follows: Orange, Wake, Mecklenburg, Guilford, Gaston, Alamance, Robeson, Rowan, Union, Johnston, Duplin, Wilson, Buncombe, Sampson, and Forsyth.

While North Carolina provided a large majority of the students, there were three hundred and eighty-seven, or 19.2 per cent, from outside the state, coming from twenty-one states, the District of Columbia, and Cuba. States represented by the largest numbers were South Carolina, Georgia, Virginia, Florida, New York, Pennsylvania, Alabama, Tennessee, and Texas.

Tuition Exemptions

The following table indicates the extent to which students in the Summer School availed themselves of the tuition exemption as teachers in service or as intending teachers.

	First Term	Second Term	Total
Teachers in service	842	354	1,196
Students receiving the 3-year note due to the fact that they were students in the University 1927-1928	86	72	158
Prospective students for the School of Education 1928-1929	30	21	51
Employed to teach (or expecting to teach) in the schools of North Carolina for 1928-1929	209	59	268
Miscellaneous:			
Ministerial students	1	2	3
Ministers' sons	10	4	14
Minister	1	1	2
Instructors in U. N. C.	6	2	8
Physical infirmity	7	3	10
Receiving free tuition in regular session from another state institution	13	7	20
Institute for Research in Social Science members	4	0	4
Special permission from Mr. House	1	1	2

Degrees were awarded at the close of the Summer School to 83 candidates. These were distributed as follows: Bachelor of Arts, 13; Bachelor of Arts in Education, 19; Bachelor of Science in Commerce, 5; Bachelor of Science in

Medicine, 1; Bachelor of Science in Civil Engineering, 1; Bachelor of Science in Electrical Engineering, 2; Bachelor of Laws, 3; Master of Science, 2; Master of Arts, 35; Doctor of Philosophy, 2; total 83.

Division of Elementary Education

A Division of Elementary Education was set up for the first time in the Summer School of 1928, and the old Normal School Division was abandoned. A four-year curriculum designed for the preparation of teachers for the elementary grades and leading to the degree of Bachelor of Arts in Education was instituted. This curriculum was worked out by the Education staff and approved by the administrative board of the School of Education in the spring of 1928. Moreover, additional courses in Elementary Education of graduate grade were set up for teachers, principals, and supervisors. The plan of work is correlated with the work of the regular college year in such a way that certain of the courses required for the degree will be offered only in the regular college year, whereas others, for the present, are to be offered in the summer quarter only. This arrangement, which was necessary on grounds of economy, has worked advantageously in two ways: it has enabled us to provide in the summer, when the enrollment of elementary grade teachers is largest, a wider offering in Elementary Education, as well as one more directly suited to the needs of those who come for certificate credit only, and it has enabled us to begin our program of elementary education on a very economical basis.

Some features of the present plan will not, however, prove satisfactory as a permanent arrangement. Because of the setting up of this curriculum, many of the more ambitious and better prepared elementary teachers will be encouraged to go forward with advanced training, since the work they accomplish will count toward a degree. This fact has already been demonstrated not only by the increased enrollment but also by the fact that the new curriculum has attracted a far better prepared class of elementary teachers than ever were or ever could have been by the offering of the old Normal School Division. The initial success of this innovation has already demonstrated the wisdom of it.

Student Government

A second innovation in the Summer School of 1928 was that of student government for men similar to that of the regular college year. The general plan for this was worked out by Mr. J. B. Fordham and approved by the Administrative Board of the Summer School in the spring. When the Summer School opened the men students met and discussed the advisability of accepting the proposed responsibility. They decided they would undertake it. They held an election and chose their officers: Charles W. McAnally, president; John Bullock and D. R. Yarborough, fraternity representatives; M. B. Madison and C. C. Poindexter, dormitory representatives; Devereux Lippitt, town representative; and H. G. Godwin, law school representative.

After the officers had been chosen a joint meeting was held with these student officers and the Administrative Board for the purpose of agreeing as

definitely as possible on questions of jurisdiction of the two bodies. A harmonious agreement was easily arrived at, whereupon the Administrative Board gladly relinquished certain functions it had hitherto performed and the student officers assumed certain obligations and full jurisdiction in certain specified phases of student life and activities.

The young men who assumed these obligations discharged their duties faithfully and effectively. They deserve the highest commendation for the unselfish service they rendered the Summer School and the University in their sincere efforts to uphold the traditions of the institution. The morale and conduct of the Summer School students was improved because of their devoted efforts.

Respectfully submitted,

N. W. Walker, *Director.*

THE UNIVERSITY EXTENSION DIVISION

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to submit the sixteenth annual report of the University Extension Division for the year ending October 31, 1928.

The director served as acting director until September 18, 1928, when he received his appointment.

The administrative board met once during the year and considered several proposals affecting the organization and administration of the Division. Since reorganization plans have not been perfected, the report follows the form used for the past few years.

Department of Extension Teaching

The emphasis in the Department of Extension Teaching for the past year has been based upon the reorganization of the professional training for teachers, and an expansion in the other fields of professional training. A careful study has been made as to the fields in which extension work is the most effective. This has influenced the shaping of policies of the department.

The figures for the department in comparison with those of other years since 1920, when this work began, are as follows:

	FOR YEAR ENDING OCTOBER 31									Total for 9 Years
	1920	1921	1922	1923	1924	1925	1926	1927	1928	
Individual Students										
Extension Class	------	46	199	901	1,257	1,341	1,112	1,259	1,819	7,934
Correspondence	24	111	202	376	835	1,482	1,585	2,091	1,695	8,401
Totals	24	157	401	1,277	2,092	2,823	2,697	3,350	3,514	16,335
Course Registration										
Extension Class	------	46	199	901	1,406	1,660	1,592	2,139	2,918	10,861
Correspondence	24	111	245	609	1,232	2,309	2,494	2,929	2,495	12,448
Totals	24	157	444	1,510	2,638	3,969	4,086	5,068	5,413	23,309

Bureau of Class Instruction

The preliminary work of relating more closely the teacher-training work with the actual classroom problems of the teacher that was started last year has been rather fully worked out and developed this year. The work offered to the classroom teachers in service has been limited almost entirely to a type of work that can be most effectively done in the extension field, namely, a

combination of supervision and instruction. The addition of two full-time instructors has made possible the formation of five circuits to carry on this type of work. Each instructor is furnished with an automobile to reach the various schools in the counties where their circuits are located, in order to visit the classrooms of the teachers during school hours. In this way the instructors are able to help the teachers and to familiarize themselves with the problems that confront the teachers. These five instructors meet with the remainder of the staff of the Department of Elementary Education every two weeks for the purpose of sharing experiences and improving technique. The reaction from the superintendents and teachers indicates that this type of instruction is of real value to them.

Postgraduate Courses for Dentists

Coöperating with the Northwestern University Dental School and the North Carolina Dental Society, a ten-weeks' postgraduate course was given during the summer. Ten members of the faculty of Northwestern University gave a series of ten lectures and demonstrations in five centers in the state. A total of a hundred and thirty-nine men registered for this course, coming from fifty-two towns located in forty counties. An average attendance of ninety-four per cent was maintained. The course was highly successful and will become permanent, plans having been made for the 1929 course.

Postgraduate Medical Courses

During the summer of 1928 a six-weeks' postgraduate medical course in physical diagnosis was given by Dr. John V. Lawrence of Washington University Medical School. There were seven centers established with sixty-one physicians in attendance.

Foreign Study Tours

The foreign study tours commenced last year were continued this year. Two tours were conducted, one to France and one to Central Europe. Twenty-eight individuals enrolled for these tours, which were directed by Dr. Lyons and Dr. Metzenthin.

Parental Education

Mrs. Ernest H. Groves gave a course of ten lectures in the field of parental education to a group of over one hundred mothers in Greensboro. This type of work has been stimulated by a State Parental Education Institute, held in Raleigh recently with the coöperation of the University. Such courses as Mrs. Groves gave are being offered in four different centers this year. Further developments along this line are planned.

Appointments

The Bureau of Class Instruction announces the appointment of two full-time instructors in education: Dr. Roy W. Morrison, with the rank of associate professor, and Mr. E. H. Hicks, with the rank of instructor.

Statistics of Bureau of Class Instruction

	1926-1927	1927-1928
Total number of students	1,259	1,819
Total number of registrations	2,139	2,918
Total number of instructors	21	33
Total number of classes conducted	85	113
Total number of communities in which classes were held	32	43

Bureau of Correspondence Instruction

In order to fit in with the new curriculum for the training of elementary school teachers, commenced last summer in the School of Education, and the new certification requirements, published by the Department of Public Instruction, it has been decided to retire gradually the courses offered in the Normal School Division, supplanting them by courses of college grade. A recently issued catalogue carried this new department with a large number of new courses listed.

Statistics of Bureau of Correspondence Instruction

	1926-1927	1927-1928
Total number of students	2,091	1,695
Total number of course registrations	2,929	2,495
Number of courses completed	1,942	1,834
Per cent of course completions	66.2	76
Number of courses offered	130	127
Number of instructors	57	53
Lesson assignments corrected	46,457	41,622

The enrollment during the past year represents various occupations, coming from every county of the state and many states of the union. Whereas the individual and course enrollments are less than the year before, a higher type of instruction is being given and a higher type of students is becoming interested. A ten per cent increase in completions would bear this out.

Bureau of Public Discussion

Women's Clubs Section

Eleven hundred and three clubs have been assisted with programs and reference material. Of this number about two-thirds were outside of the state. For regular service, i.e., supplying both programs and references, a fee is charged all clubs ($7.00 in North Carolina and $10.00 elsewhere) and for this service 165 clubs registered. Members of 293 clubs enrolled for occasional assistance and paid individual fees; members of 645 clubs used the bulletins as a basis of study but did not depend upon the library for references.

New Programs. The following programs have been printed and the reference material for each assembled for the work of the present year:

A Short Course in Art History, by Mary deB. Graves.

Other People's Lives: A Biographical Round-up, by Cornelia Spencer Love.

The Negro in Contemporary American Literature, by Elizabeth Lay Green.
Contemporary Southern Literature, by Howard Mumford Jones.
Recent Poetry from the South, by Addison Hibbard.

Library Extension Service Section

This section coöperates with the bureaus of Community Drama, High School Debating and Athletics, Correspondence Instruction, and Class Instruction. The plays recommended to schools by the Bureau of Community Drama, the debating material for all the triangular debates, and the parallel reading for the students enrolled in the bureaus of Correspondence and Class Instruction are sent out from this section. This section also coöperates with the U. S. Bureau of Education in sending out Home Reading Courses. Material is also sent to teachers, students, and individual readers.

Summary of Statistics

Women's Clubs Section

Clubs assisted with programs and library service		458
Clubs using programs but not library service		645
Total clubs served		1,103
Material sent to all clubs:		
Victor records	11	
Books and pamphlets	15,642	
Letters	13,116	
Bulletins	7,835	
Packages	5,263	

Library Extension Service Section

Letters	12,281
Books	12,903
Pamphlets	13,459
Package libraries	679
Debates	645
Declamations and readings	2,007
Total packages	6,191

Both Sections

	Letters	Books and Pamphlets	Packages
Women's Clubs	13,116	15,642	5,263
Library Extension	12,281	26,362	6,191
	25,397	42,004	11,454

Through the Women's Clubs Section an estimated total of 16,545 women was served during the year.

Through the Library Extension Service each county in the state was served. Outside of the state 184 places were served and 843 postoffices were reached.

DEPARTMENT OF PUBLIC SERVICE

Bureau of Commercial and Industrial Relations

The School of Commerce and the Extension Division coöperate in rendering extension service through this bureau. Plans are under way for an expansion of service to the commercial and industrial organizations in the state. These depend upon the availability of full-time personnel to carry on the work. The lecture, consultation, survey, and institute services of the bureau have been continued.

Bureau of Community Drama

The Bureau of Community Drama, of which Professor Frederick H. Koch is director, is creating a wide interest in play production.

The services of the bureau are available to all schools, colleges and communities throughout the state. It gives assistance in organization, in play selection, in the designing and making of scenery, in costuming, and in make-up and lighting. If desired, the state representative also assists in the personal direction of a chosen play.

Miss Marjorie Morris succeeded Miss Gertrude Knott as state representative, with Elizabeth Dean Farrar as assistant. When Miss Morris resigned in October, Miss Nettina Louise Strobach was appointed to the position.

The state representative during the past year directed plays at Greenville, Monroe, and Red Springs, and made addresses in twelve cities in different parts of the state.

The Carolina Dramatic Association

The Association was organized in 1924 to promote and encourage dramatic art in the schools and communities of North Carolina; to meet the need for genuinely constructive recreation; to coöperate in the production of plays, pageants, and festivals of real artistic worth; and to stimulate interest in the writing of native drama.

The activities of the year began with a Fall Festival, consisting of a program of lectures, demonstrations and plays given by the local organizations, assisted by dramatic organizations in neighboring cities. Sixty-five directors were present at a meeting called in January. As a result of a meeting held in Raleigh, eighteen of the twenty-one teacher training schools in the state were registered in the Association.

The state representative of the bureau is secretary and has general supervision of the activities of the Association. The present membership of the Association includes 116 organized dramatic groups.

With audiences that taxed the capacity of The Playmakers Theatre, and with ten well worked-out plays presented, the Fifth Dramatic Festival of the Carolina Dramatic Association, held at Chapel Hill on April 6 and 7, was a marked success.

Forty-nine organizations played in the tournament preliminaries held throughout the state during the month of March. In addition to the contests in original and standard one-act plays for high school, college and community

groups, exhibits in costuming and stage modeling also competed for awards. Sixty-five costumes and ten stage models were exhibited.

Southern Regional Conference

At the Yale conference on the drama a year ago, a national committee was appointed to arrange for regional conferences. Four such conferences were held last year: in Iowa, in Texas, in California, and in North Carolina (at Chapel Hill).

Three members of the national committee came to Chapel Hill to attend the Southern Regional Conference: Prof. George Pierce Baker, of Yale University; Prof. A. M. Drummond, of Cornell University; and Dr. S. Marion Tucker of Brooklyn Polytechnic Institute.

Drama Library Service

The library of the Bureau of Community Drama includes more than 2,000 volumes of play books, books on acting, play production, little theatre organization, playwriting, stagecraft, lighting, costuming, make-up, etc. These are loaned free of charge upon payment of the postage. Two thousand three hundred and ninety-two playbooks were loaned the past year.

In addition to the above, the library also has a collection of interesting articles and photographs. These are loaned in the same manner as the books.

The Carolina Play-Book

The Carolina Play-Book is now published quarterly by the Carolina Playmakers and the Carolina Dramatic Association. Its purpose is to bring about a closer fellowship among the members of these organizations throughout the state and a continuing participation in the making of a people's theatre in North Carolina.

The Carolina Playmakers

With a view to demonstrating to other communities the progress in native playmaking, the Carolina Playmakers made three tours in the past year. They played to audiences totaling over 35,000 people in 36 towns and cities in North Carolina, Tennessee, Virginia, Maryland, Pennsylvania, and New York, giving three performances in New York City. In each of the towns visited Professor Koch made an address on the work of the Carolina Playmakers and the place of drama in education.

Bureau of Community Music

Professor Paul J. Weaver and members of the Music Department staff have coöperated whenever their services have been requested. Lectures, recitals, community sings, music contests, and advisory services have been the activities of the bureau during the past few years.

The University Glee Club, Band, and Orchestra have by means of their concerts in the state contributed greatly to musical interests in schools and communities.

Bureau of Economic and Social Surveys

The field activities of the Department of Rural Social-Economics during 1927-1928 are as follows: (1) seventeen addresses by E. C. Branson, head of the department and two by Paul W. Wager; (2) twenty-three studies of nation-wide range, all of which were summarized in the *University News Letter*; (3) forty-three studies of state-wide range, twenty-two of which appeared in the *University News Letter*; also a survey of social-economic conditions in Louisiana; (4) two county surveys, economic and social, with eight special and miscellaneous county studies; Caldwell County Geography Supplement in press; (5) The North Carolina Club Year-Book, *Studies in Taxation* (twelve chapters in manuscript); (6) work with a large number of students in correspondence courses; (7) nine county government surveys by two research assistants, directed by E. C. Branson for the Institute for Research in Social Science, including: Duplin, Franklin, Halifax, Orange, Sampson, Davie, Catawba, Nash, Greene.

(8) The *University News Letter,* carrying special economic, social and civic studies worked out in the department laboratory, appeared fifty times during the year.

(9) The department was called upon to assist the State Tax Commission and has done so generously. Dr. E. C. Branson has served the Commission in an advisory capacity from the beginning. Paul W. Wager was released for two months to assist the Commission with its field investigations. Likewise, Messrs. Clifton J. Bradley and Edward A. Terry, research assistants of the department and the Institute for Research in Social Science, were loaned to the Commission for three months.

(10) Each year the department receives around five thousand letters calling for information on an astonishing variety of subjects in which North Carolinians and people from other states are interested. If the information is available, it is compiled and forwarded to the person requesting it.

Bureau of Lectures and Short Courses

One hundred and thirty-six lecture appointments were scheduled by the bureau. Forty-seven lectures on educational topics were made to teachers' meetings, parent-teacher associations, and educational association meetings. Thirteen talks were delivered over the radio as part of a weekly program broadcasted from station WPTF at Raleigh.

Twenty-one members of the University faculty delivered one or more lectures to audiences totaling 37,909. Their names follow: Booker, Bradshaw, Carroll, Chase, Coker, Comer, Graham, Grumman, Harland, Hibbard, Holmes, House, Knight, Koch, Little, McCorkle, Meyer, Vining, Weaver, Williams, and Woodhouse.

Two conventions, attracting delegates from the southern states and eight drawing members from within the state, were held. Five hundred and ninety-two delegates attended these meetings, which took the form of short courses or institutes of from one day to two weeks' duration. They were conducted

under the joint auspices of the department or school concerned and the Extension Division. Members of the faculty, together with other speakers of state and national reputation appeared on the programs, which were devoted to specialized lectures, round-table discussions, and demonstrations.

The following were conducted:

Course or Institute	*Coöperating Department or Organization*
N. C. Press Association.	Department of Journalism.
State Dramatic Festival.	Carolina Dramatic Association.
Regional Dramatic Conference (Southern Division).	The Carolina Playmakers.
Y. M. C. A. Employed Officers.	University Y. M. C. A.
Parent-Teacher Association.	Department of Sociology.
Superintendents of Public Welfare.	School of Public Welfare.
Coaching School.	Athletic Association.
Chamber of Commerce Secretaries.	School of Commerce.
School of Citizenship.	School of Public Welfare.
School of Recreation and Physical Education.	Department of Sociology.
Short Course in Play Production.	

Bureau of Municipal and County Government Research and Information

Following the precedent set in March, 1927, a School of Citizenship was held in coöperation with the North Carolina League of Women Voters in November, the problem of the cost of living being the subject of discussion. In October, 1928, an Institute of Politics was held under the same auspices to discuss the platforms, issues, and candidates in the presidential campaign of 1928.

The North Carolina Commercial Secretaries Association requested an institute on the political, economic, and other social problems affecting municipal and state welfare, and the Bureau coöperated with other University departments in conducting such an institute.

A resolution has been received from the North Carolina Association of Police Chiefs, asking that the University establish and conduct a police school. It is hoped that the plan of police training worked out may be part of a comprehensive plan of training in that and other forms of public service and administration.

Miss Mary Phlegar Smith, who, by a coöperative arrangement with the Institute for Research in Social Science, assists in conducting the bureau made, with the aid and advice of Professor Wettach of the Law School and of the chief of the bureau, a study of the special legal relations of married women in North Carolina as to property, contracts and guardianship. This was published as an extension bulletin. Miss Smith is now engaged upon a comprehensive study of the historical development of municipal life in North Carolina.

As secretary-treasurer of the North Carolina Municipal Association, the chief of the bureau edited the *North Carolina Municipal Review,* of which numbers were published for January, February, March, and April, 1928. The

company publishing the *Review* for the Association and supporting and controlling the financial end of it found it necessary, for various reasons, to suspend publication after the April issue. It is hoped that the *Review* may be revived and publication continued.

Material has been collected on the government and administration of various cities and towns of North Carolina, and it is expected that a source book on the government of cities and towns in North Carolina will be ready in manuscript by March 1, 1929, or earlier. Other volumes planned are a study of the historical and legal background of county government in North Carolina and a more general one on local government in the United States.

Bureau of Recreation

The work of the bureau is made possible through the coöperation of the School of Public Welfare.

The bureau sponsored the third school of recreation and physical education as a part of the annual summer institute. The school was held July 25th to August 4th. Courses were given in club life for girls, handicraft, practice of games, swimming, and extra-curricular activities. John Martin, game expert of the Playground and Recreation Association of America, conducted the courses in games.

The first parent-teacher institute was held this year at the time of the summer institute. Mrs. Charles E. Roe, field representative of the National Congress of Parents and Teachers, conducted classes, aided by members of the board of managers of the State Parent-Teacher Association. The attendance was over one hundred. The success of the Institute assures its continuance.

Approximately 3,000 pupils in the public schools of the state participated in the standard physical ability test. The total number passing the various tests was over a thousand. The test is now carried on throughout the year. Interest is growing and it is felt that the test will develop according to the amount of time and energy given its direction.

Forty-seven talks were made to various civic groups on topics relating to recreation, play, child life, adolescence, and leisure. Over nine thousand people heard these talks. Three play institutes were conducted by the bureau.

The bureau continues its official relationship with the Boy Scouts of America, with representation on the Educational Committee for Region Six, with the State High School Athletic Association, the board of managers of the State Parent-Teacher Association, the North Carolina Physical Education Association, and the executive committee of the Southern Physical Education Association.

Bureau of Visual Instruction

It has been impossible to promote the work of this bureau because of lack of personnel. The requests for slides and information about visual aids have been met.

The fourth annual state poster contest was conducted for the North Carolina Congress of Parents and Teachers. Twenty-two schools participated.

Department of School Relations

Bureau of Educational Information and Assistance

The members of the staff of the School of Education continue their extra-classroom activities, as noted in previous reports. These activities include conducting correspondence courses in education, editing the *High School Journal,* conducting a teachers' bureau, directing research, coöperating with the Orange county school officials, delivering educational lectures and addresses, and rendering expert service to the schools of the state whenever possible.

Bureau of High School Debating and Athletics

The Bureau of High School Debating and Athletics conducts, in coöperation with several other departments and organizations, high school contests in debating, in athletics, and along academic lines. The bureau also has the secretarial responsibility in connection with the annual coaching school for high school athletic directors.

Three hundred and thirty-five high schools took part in one or more of the fourteen annual contests conducted under the auspices of the bureau during the past year. The total number of high school enrollments in the various contests was 732, these enrollments being divided among the different contests as follows: debating contests, 195; athletic contests, 266; academic contests, 271.

Seventy-nine counties were represented by the 195 high schools which took part in the sixteenth annual contest of the High School Debating Union of North Carolina. Fifty high schools won both of their triangular debates in the state-wide contest on April 6 and sent their teams, numbering 200 debaters, to the University to take part in the final contest on April 19 and 20. The query discussed was: "Resolved, That Congress should enact the McNary-Haugen Farm Relief Bill." The final debate was held in Memorial Hall on April 20, and in this debate the Washington Collegiate Institute won the award of the Aycock Memorial Cup, the trophy presented to the High School Debating Union by the intercollegiate debaters of the University.

The 266 high school enrollments for the various state high school athletic contests conducted during the year were from a total of 62 counties. Wilmington won the fourteenth annual football contest; Wilmington won the fourteenth annual basketball contest; Forest City won the fifteenth annual baseball contest; Greensboro won the sixteenth annual inter-scholastic track meet; Charlotte won both the singles and doubles in the thirteenth annual inter-scholastic tennis tournament; Winston-Salem won the first annual soccer contest; and Everetts won the fifth annual special state high school basketball contest conducted for non-accredited high schools.

The 271 high school enrollments for the various state high school contests along academic lines were from 70 counties. Roxboro won the fourth annual Latin contest; Forest City won the third annual French contest; Reidsville won the third annual Spanish contest; Ahoskie won the third annual mathematics contest; Winston-Salem won the annual typewriting contest; Greens-

boro won the fifth annual magazine contest; and Greensboro won the fifth annual newspaper contest.

The high school athletic contests, except for the special basketball contest for non-accredited high schools, are regular state contests of the High School Athletic Association of North Carolina. The number of high schools which are now members of this Association is 312. Membership in the Association is open, under the provisions of the constitution of the Association, to all accredited public high schools of the state.

For the use of the high schools taking part in the annual contest of the High School Debating Union of North Carolina there was published a 109-page debate handbook entitled, *The McNary-Haugen Farm Surplus Bill* (Vol. VII, No. 6, of the *University of North Carolina Extension Bulletin,* November 16, 1927).

The seventh annual coaching school for athletic directors was conducted at the University from August 20 through September 1. Mr. Robert A. Fetzer, director of athletics in the University, was in charge of the school as director. The staff of instructors numbered eight men, all except two of whom were members of the University's coaching staff. Instruction was given in the coaching of football, basketball, baseball, track, tennis, soccer, boxing, wrestling, and in training and conditioning athletes. Seventy-nine school officials and athletic directors, including alumni of twenty-four colleges and universities, were regular students in the school. Those who attended the school are located this year in seven states.

Respectfully submitted,

RUSSELL M. GRUMMAN, *Director.*

REPORT OF THE LIBRARIAN

To the President of the University:

I have the honor to present the report of the Library for the fiscal year July 1, 1927, to June 30, 1928, together with additional information covering the general work of the Library to October 31, 1928.

The new library building of the University authorized by the legislature of 1927 and begun in March, 1928, is well under way and will be ready for use in the summer of 1929.

Its approaching completion and plans for its formal dedication on University Day, 1929, center attention upon the part which the Library is to play in the University and through it in the state and nation. They emphasize the fact that the heart of a great university is its library, and that as such it must be adequately housed, competently equipped, and expertly directed, inasmuch as the last quarter of a century has seen a revolution in the idea of what a university library ought to be. The modern professor does not confine himself to a single textbook and to an invariable set of lectures; he sends his students to the library to look up the same materials he has used and to form opinions for themselves. Even the scientific laboratory, which is, to a hasty view, the most characteristic element in a great university, would be helpless if the university library failed to place at the disposal of scientists the published results of investigations made all over the world.

Attention is centered not only upon the functions of the Library, but also upon the means by which they may be carried out. Accordingly, the authorities of the University are looking forward, not to next year or the year after but a quarter of a century hence. They desire that the University Library shall be *a great national library in the South.* They have measured their needs and their capacities and developed a definite program of development through state appropriations and endowment which it is hoped will be of interest to their friends and to the citizens of the state. Some of these needs, presented in former reports, are re-emphasized here.

Bibliographical Apparatus. Bibliography is a forbidding word. Bibliographical aids simply mean, however, that the special investigator has at his command organized finding lists of books and articles treating of the field in which he desires to add to human knowledge. Such lists are made up in various forms or ways. For instance, a collection of the printed catalogues of great libraries is a necessary tool in his work. He will want indexes to periodical literature, and to the transactions of learned and scientific societies which he must look up. He will want alphabetized cards to tell him where books are located. He needs not only books, but books about books, and without these tools—as necessary to him as saws and hammers to a carpenter—he is helpless, so complex has modern knowledge become.

Now in collecting such apparatus the Library of the University of North Carolina has made a notable beginning. For example, the Library of Congress, one of the three or four great libraries of the world, issues to a few selected institutions complete duplicate sets of its catalogue cards—cards listing millions of titles housed at Washington, including thousands of books rarely found outside the Library of Congress. There are only two such duplicate sets in university libraries in the Southeast, and one of them is at Chapel Hill—an immense aid to the seeker for some special book, who can learn in five minutes whether it is at Washington, and who can, in most cases, borrow it through the inter-library loan system.

But there are other great libraries in the United States—Harvard, Chicago, Michigan, Illinois, California, each rich in its peculiar treasures—which have published cards for those rare portions of their collections not to be found in the Library of Congress. It would be equally a saving of time and energy if duplicate sets of these special cards were also at hand, as they are in many large university libraries elsewhere. Yet there is no library east of the Mississippi and south of a line running from Washington to St. Louis where a union catalogue of these cards can be consulted. In other words, investigators in the South begin their work under a handicap not felt by their rivals in the North and West. Until the Library of the University of North Carolina obtains such files of cards, its graduate work and the investigations of its professors must suffer in comparison with similar activities of universities in other sections.

Fundamental Reference Materials. Scientists and scholars not happy enough to be born in the United States or the British Dominions have an unfortunate faculty of not writing in English. Nor do foreign countries go out of their way to publish works of reference in a tongue not their own. But knowledge is international. The physicist must know what goes on in laboratories in Cracow, Berlin, Tokyo, and Petrograd. The authority on world trade has to find out the possibility of navigating the Ob River and what the country is like around Tomsk. The psychologist may need a list of psychological laboratories in Vienna, and the professor of art will be unhappy until he finds out whether or not an obscure Italian gallery houses a particular painting.

At present the reference collection in the University library might seem to the uninitiated quite ample. Here are encyclopedias, dictionaries, handbooks, yearbooks, almanacs, biographical collections, government documents, gazetteers, atlases, maps, statistical abstracts, and collections of clippings. But if he is a special student, he will not be so complacent, for, when he looks deeper, he will discover that the majority of them are English or American publications; or (to put it another way) that the Library is not sufficiently well equipped in foreign reference material. What it needs is similar collections of reference works for the foreign nations of the world; and, in addition, files of their journals and learned publications to a degree that the librarians do not like to talk about.

Distinctive Exhibit Materials. Mr. Henry Ford is reported to have said that his interest in engineering really began when he was placed in charge of the engine room of an industrial plant. Handling machinery suggested new types of machines. Mr. Ford is doubtless a genius but his experience is a common one. We learn by handling things. A fragment of a Babylonian tablet makes a whole civilization flash into being. A page from an ancient manuscript, and the ancient Greeks suddenly become real. A good replica of a great masterpiece is worth a chapter of talk, and an early edition of Shakespeare or Milton makes us feel a little less pleased with a modern novel, and a little more pleased with the legibility and cheapness of a contemporary book. Now, if the experience of such institutions as the New York Public Library means anything, it means that the exhibit of such collections by a library awakens interest and fires imagination—is, in fact, an educational achievement of the first order. Lacking such exhibits and the means to make them public, the University Library lacks the power to make scholarship vivid. It has some collections of this sort, but it needs a great many more.

Specialized Collections. In the public mind it would sometimes seem that universities are rated by their football teams, but to the scholar they are often rated by their special collections of books and their zeal in adding to them. For example, the richest amount of material on Dante is found in the Dante Collection at Cornell. The Goethe Collection at Yale draws investigators from the whole country. The Browning specialist wants to know what there is in the Library of Baylor University before he looks elsewhere, and so on.

Such collections usually begin as some specialist in a given field, whether it be botany or chemistry or history or literature, purchases books for his own use. His collection grows. At his death it comes as a gift to a particular library or it is thrown into the market and is bought up as a whole by some institution. The institution then adds to the collection from time to time, and so its peculiar richness and its reputation grow together. The North Carolina Collection of 40,000 titles at Chapel Hill has been developed during twenty-five years in this fashion. When such opportunities offer they must be seized at once, and they can be seized only by instantly supplementing the normal book fund of a university library by special gifts—a practice that is increasingly common among the friends of eastern and middle western libraries, but which is, alas! all too rare in the South, although the requisite sums are often not large, and the South is becoming increasingly prosperous.

A National Southern Collection. The story of the South's part in the building of the nation, as compared with that of New England or the West, has never been adequately told. And yet the South has lived a life—social, economic, industrial, political—as distinctive as that of any other section. It has played a part in national history second to none of the others. Its contribution of leaders, particularly in the realm of politics, has been striking. What, then, is the reason? The answer can not be given in a single paragraph. There have been many causes. But the one fundamental cause has been that no individual or institution in the South has ever brought together in one great collection the materials—the books, pamphlets, newspapers, letters, diaries, and

other human documents—on which to base the story. Nowhere in the South is there anything comparable to such great collections of Americana as the John Carter Brown Library at Brown University and the Clement Library at the University of Michigan, the collections of Middle Western materials dealing with the Southwest and Mexico. Their resources have been available to writers and scholars. The University, with its collection of more than 40,000 titles dealing directly with North Carolina (and incidentally with Virginia, South Carolina, and Tennessee), has indicated what can and should be done by way of forming such a collection, and eagerly awaits the opportunity to undertake this task.

A Library School. If the need of a library school at the University has not been more keenly felt, it is because the South has lacked modern library facilities. Long ago crotchety Thomas Carlyle said in his decisive way that the public library was the people's university. The South must have more such "people's universities." Whereas the average per capita circulation of public library books in the United States is 3.20, in the South it is only .465. In the New England states only 2-3/5 per cent of the inhabitants are without public library facilities; in the South 71 per cent of the people lack them. As the University of North Carolina, through its Graduate School, is training experts for the state and for the South; as, through its Institute for Research in Social Science, it is studying the special problems of southern life; as, in its University Press it is endeavoring to encourage the publication and reading of books by southerners, so it is the hope of the Library that there shall be soon established a library school for the training of librarians and teachers in these southern states.

Trained Personnel. Judged by standards which have hitherto prevailed, it would seem that the Library is functioning efficiently in making available to students and faculty the materials which it possesses. But it must be remembered that heretofore the library has operated within comparatively limited ranges. When the libraries of certain schools which are now housed separately are brought back to the Library and the greater concentration of all library materials is provided in the new building, and when the work of the Graduate School is extended and the bibliographical resources are properly developed, it will be essential that the staff be increased and that those placed in charge of the more highly specialized activities of the library be persons of unusual training, both in the subject matter in which they have specialized and in library administration.

DISTINCTIVE GIFTS AND PURCHASES

Gifts. During the year 1927-1928 the Library has received the following valuable gifts:

From La Biblioteca Nacional, Santiago, Chile, fifteen volumes about Chile and South America.

The Hispanic Society of America continued its series of publications.

The publishers, Silver, Burdett and Co., Ginn and Co., and C. H. Congdon, gave sets of school music readers to the School of Education for use in the Summer School.

Purchases. Outstanding purchases of the year:

The general library, *Makers of Canada Series,* 12 volumes; *Specimens of Foreign Standard Literature,* edited by George Ripley, 26 volumes.

The Department of Botany, two valuable old books, *Schola Botanica sive Catalogus Plantarum,* by J. P. Tournefort, Amsterdam, 1589; *Histoire des Chênes de l'Amèrique,* by André Michaux, Paris, 1801; from the Botanical Library of Lars Romell of Stockholm, *Flora Danica,* Patouillard's *Tabulae Analyticae Fungorum,* Vittadini's *Monographia Lycoperdineorum.*

The Department of Chemistry, *Transactions of the Faraday Society,* 15 volumes.

The Department of Economics and School of Commerce, *Proceedings of the National Association of Cotton Manufacturers,* from 1890 to date, 22 volumes.

The Department of English, *Publications of the Irish Text Society,* 22 volumes.

The Department of History, the Paul Leicester Ford editions of the *Writings* of George Washington, 14 volumes, and Thomas Jefferson, 10 volumes.

The May Fund was used by the Department of Romance Languages in the purchase of the Conard edition of Balzac's *Oeuvres Complètes,* 31 volumes.

The Department of Music, Claudio Monteverde's *Tutte le Opere,* to be completed in 10 volumes.

The Department of Romance Languages, Stendhal's *Oeuvres Complètes,* 22 volumes; d'Aubigné's *Histoire Universelle,* 10 volumes.

Franklin H. Giddings Collection. One of the distinctive gifts of the year is the private library of Franklin H. Giddings, Professor of Sociology and History of Civilization at Columbia University, whose *Scientific Study of Human Society* was published by the University Press in 1924. The importance of this library lies in the fact that it will form the nucleus for a sociology collection. The first installment of the library, received in October, 1928, comprises some 250 books and pamphlets in the fields of general sociology and criminology.

A. H. Patterson Collection. The Library received in October, 1928, a group of 100 books in general science, chiefly in physics and astronomy, from the library of the late A. H. Patterson, Dean of the School of Applied Science. The gift was made by Mrs. Patterson.

Notable Year for the Law Library

The building up of the library of the Law School has progressed satisfactorily during the year, the most notable acquisition being made through the anonymous gift of $10,000 for the purchase of law books to comprise the Lucius Polk McGehee Memorial Collection, 606 volumes of reference books, texts, and reports having been purchased for this collection.

The following important gifts were also received: the William A. Hoke Library, 1,000 volumes of reports and texts; the Charles G. Rose Collection, 33 volumes of reference books; 275 volumes of the *Southeastern Reporter* from the West Publishing Company; 55 volumes of *Corpus Juris Cyclopedia* from

the American Law Book Company; 24 volumes of texts from the *Law Review* two dictionaries from the third year law class; 39 texts and casebooks from Dean Charles T. McCormick; 40 texts and casebooks from A. M. Coates. The total additions through gifts, University appropriations, and transfers from the main library numbered 4,180 volumes, at a total cost of $11,365.56.

NORTH CAROLINA COLLECTION

The North Carolina Collection now contains about 37,000 volumes. During the year 551 bound volumes and 3,979 pamphlets were added to the Collection. Special donations of unusual importance were received as follows: Mrs. C. W. Broadfoot gave a collection of agricultural and political pamphlets; Mrs. W. C. Milton, R. C. Atkinson, and Mrs. William Atkinson gave a collection of newspapers in memory of William Calder; the late Dr. A. H. Patterson gave a number of old pamphlets including material on the Moravian Church, old almanacs, periodicals, and University programs prior to the Civil War; Stacy Brewer gave a file of *The Vass Pilot;* Misses Olivia and Ellen Bellamy gave a number of books and a file of the Wilmington newspaper, *The Commercial,* in memory of their father, Dr. J. D. Bellamy; Miss Mary W. Brown gave the Brown Collection of manuscripts; Mrs. H. A. Bynum gave the Lutterloh Collection of manuscripts; G. G. Myrover gave a valuable file of Fayetteville newspapers; the Misses Kingsbury of Wilmington gave a collection of Raleigh and Wilmington newspapers of the reconstruction period, a number of North Carolina pamphlets and periodicals, and a collection of manuscripts; the Misses Hedrick of Washington, D. C., gave a collection of reconstruction material including newspapers and pamphlets of that period; Miss Elizabeth R. Hamilton gave a collection of pamphlets, scrapbooks, papers, and letters; four railroads operating in North Carolina, the Atlantic Coast Line Railroad, the Carolina Clinchfield and Ohio Railway, the Seaboard Air Line Railway, the Norfolk Southern Railroad, gave files of their reports; Lewis Hanes gave manuscripts formerly the property of his father, Lewis Hanes; Mrs. J. M. Freeland gave the Josiah Turner Collection of letters, political pamphlets, and broadsides; Isaac W. Murchison gave a collection of pamphlets and manuscripts. In addition to these, gifts to the North Carolina Collection were received from others whose names are to be found following the donors to the general library.

The Collection has received as a loan from members of the deRosset family a remarkable collection of manuscripts and papers recording the annals of the family from 1581 to 1864. Commissions signed by Louis XIV, William III of England, and William and Mary of England are included in this collection. At the same time Mrs. Alfred M. Waddell, née Gabrielle deRosset, presented a letter book containing valuable letters written by her father.

PERIODICAL, BINDING, AND EXCHANGE DEPARTMENT

There has been an increased demand upon the resources of the Periodical Department during the year, and the expenditures made by it were $10,141.66 compared with $7,213.47 for 1926-1927. Sixty-five new subscriptions were added and a number of new sets purchased, among which were:

The Academy, 47 volumes; *American Anthropologist,* 37 volumes; *American Association of Petroleum Geologists-Bulletin,* 13 volumes; *American Jewish Historical Society-Publications,* 25 volumes; *American Law Register,* 26 volumes; *The Analyst,* 16 volumes; *Anatomischer Anzeiger,* 9 volumes; *Annales de Physique,* 12 volumes; *Archiv für das Studium der Neueren Sprachen und Litteraturen,* 93 volumes; *Banking Law Journal,* 33 volumes; *Bibliographie der Sozialwissenschaften,* 11 volumes; *Central Law Journal,* 100 volumes; *Chemical Society-Journal,* 21 volumes; *Circolo Matematico di Palermo-Rendiconti,* 23 volumes; *Classical Quarterly,* 18 volumes; *Deutsche Morgenländische Gesellschaft-Zeitschrift,* 75 volumes; *Fortnightly Review,* 88 volumes; *Geological Society of London-Quarterly Journal,* 33 volumes; *Gunton's Magazine,* 8 volumes; *Heart,* 9 volumes; *Institution of Electrical Engineers-Journal,* 70 volumes; *Jahresbericht der Chemischen Technologie,* 23 volumes; *Jahresbericht über die Leistungen der Chemischen Technologie,* 21 volumes; *Journal of Parasitology,* 12 volumes; *Literaturblatt für Germanische und Romanische Philologie,* 24 volumes; *New England Water Works Association-Journal,* 29 volumes; *Pan American Geologist,* 10 volumes; *Revue Celtique,* 40 volumes; *Revue des Questions Historiques,* 23 volumes; *Romanische Forschungen,* 39 volumes; *Saturday Review,* 118 volumes; *Special Libraries,* 8 volumes; *The Sun (N. Y.),* 19 volumes; *Westfälischer Provinzial-Verein—Jahresbericht,* 14 volumes; *Zeitschrift für Celtische Philologie,* 13 volumes; *Zoological Record,* 22 volumes.

Besides the purchases made, many volumes were added by exchange or gift. Chief among these were:

Academie Imperiale des Sciences de St. Petersbourg-Bulletin, 11 volumes; *American Journal of the Medical Sciences,* 41 volumes; *Gentlemen's Magazine,* 16 volumes; *Indiana Academy of Science-Proceedings,* 28 volumes; *Law Notes,* 11 volumes; *Philippine Journal of Science,* 25 volumes; *Smith College Studies in History,* 8 volumes; *Southern Medical Journal,* 12 volumes; *Wisconsin Library Bulletin,* 10 volumes.

In addition to these sets and the exchanges currently received, 459 volumes and 859 theses were received. Two hundred and fifteen items were sent in exchange; many of these being University Press books. New exchange relationships were established with a number of other universities and societies in the United States and foreign countries.

The total number of periodicals, including newspapers, exchanges and gifts but not government serials, currently received is 2,532, while the total number of bound volumes now in the possession of the Library is about 34,000.

New Subscriptions

Subscriptions for periodicals not taken before 1927-1928, or not previously included in the Library report, were entered as follows:

Agricultural History, American Anthropologist, American Association of Petroleum Geologists-Bulletin, American Water Works Association-Journal, The Archive (Duke University), *Archives of Pathology and Laboratory Medicine, Association of American Colleges-Bulletin, Association of University*

Teachers of England-Bulletin, Atlantic Bookshelf, Bibliographic Service (Wistar Institute), *Boston Society of Civil Engineers-Journal, British Museum Quarterly, Cambridge Law Journal, Canadian Engineer, Child Development Abstracts and Bibliography, Child Study, Childhood Education, Children, Class and Industrial Marketing, Conference Board Bulletin, Current Magazine Contents, Daily Weather Map* (Norfolk District), *Educational Information Service, Electrical Engineers, Electrical South, Flower Grower, Information Service* (Foreign Policy Association), *Institution of Electrical Engineers-Journal, Instruments, Jahrbuch über die Fortschritte Mathematik, Journal of Chemical Education, Journal of Paleontology, Journal of Parasitology, Journal of Retailing, Labor Age, Labor Magazine, Law Quarterly Review, Library Review, Loyola Educational Index, Mining Congress Journal, Mountain Life and Work, Nation's Schools, New England Quarterly, Normal Instructor and Primary Plans, Pan American Geologist, Physical Therapeutics, Q. S. T., Quarterly Journal of Experimental Physiology, Radio, Radio Broadcast, Readers' Digest, Revista de Estudios Hispanicos, Round Table, Saturday Review, School, Society of Experimental Biology and Medicine-Proceedings, Stone, Tariff Review, Telephone and Telegraph Age, Telephone Engineer, Telephony, Town Planning Review, Western Society of Engineers-Journal, Yale University Library Gazette, Zeitschrift für Celtische Philologie.*

CIRCULATION DEPARTMENT

Notwithstanding the fact that in September the geology collection was moved out of the main library into the geological laboratory, the statistics for the main delivery desk continued to show an annual increase. One hundred and eighty-six thousand, three hundred and one books and pamphlets, representing a gain of 8 per cent over the figures for 1926-1927, were loaned. The total circulation of books in the main library, the library of the School of Education, and the library of the Geology Department increased from 202,802 in 1926-1927 to 243,579, showing a gain of 40,777, or 20 per cent. During the year 6,667 books were placed on reserve by instructors for class use, exclusive of the ones used for assigned readings in the various departmental libraries.

The addition of a third full-time member to the circulation staff made it possible to increase the hours of supervised service. It was possible also to make decided progress towards a more systematic organization of the clerical phases of the work.

CATALOGUE DEPARTMENT

The current accessions of the Library, with the exception of government documents, periodicals, and books in the North Carolina Collection, have been catalogued by the Catalogue Department. One of the larger pieces of work of the year was the cataloguing of some four hundred miniature orchestra scores. Duplicate catalogue cards were made for the collection of two hundred and twenty-six art books given by the Carnegie Corporation, and the collection of 2,000 pictures was listed and arranged.

The work of filing the Library of Congress depository catalogue has continued and, with the help of additional temporary assistants, forty-seven per cent of the cards are now filed.

Women's Clubs Section

During the year 1,103 clubs have been assisted with programs and reference material. Of this number about two-thirds were outside of the state. For regular service, i.e., supplying both programs and references, a fee is charged all clubs ($7.00 in North Carolina and $10.00 elsewhere), and for this service 165 clubs registered. Members of 293 clubs enrolled for occasional assistance and paid individual fees; members of 645 clubs used the bulletins as a basis of study but did not depend on the library for references.

The following programs have been written during the past year, and material for the present year's work has been assembled: *A Short Course in Art History,* by Mary deB. Graves; *Other People's Lives: a Biographical Round-up,* by Cornelia S. Love; *The Negro in Contemporary American Literature,* by Elizabeth Lay Green; *Contemporary Southern Literature,* by Howard Mumford Jones; *Recent Poetry from the South,* by Addison Hibbard.

Library Extension Service

This section coöperates with the bureaus of Community Drama, High School Debating and Athletics, Correspondence Instruction, and Class Instruction. The plays recommended to schools by the Bureau of Community Drama, the debating material for all the triangular debates, and the parallel reading for the students enrolled in the bureaus of Correspondence and Class Instruction are sent out from this section. This section also coöperates with the Bureau of Education at Washington in sending out Home Reading Courses. Material is also sent to teachers, students, and individual readers.

George B. Logan

It is with a sense of profound loss that I record the death on December 17, 1927, of George Bryan Logan, reference librarian and bibliographer, review editor of *Social Forces,* and editor of manuscripts for the University of North Carolina Press. Mr. Logan joined the staff in 1923 as librarian of the School of Education and was transferred to the main library in 1924. He brought to the performance of his duties a high degree of professional ability, an eager joy in service, and a charm of personality that won for him a place of great esteem and affection throughout the entire University.

Changes in Staff

Mr. Charles M. Baker, assistant librarian and professor of library administration since 1919, resigned in August to become director of libraries of the University of Kansas. He is succeeded by Mr. Donald Coney, formerly librarian of the University of Delaware.

Library Statistics

Acquisitions—Books

Gifts from individuals, societies and institutions	2,646
Gifts from the United States Government	242

Exchanges	416
Bound volumes of periodicals from the bindery	2,200
Volumes through purchase	11,391
Total number of volumes received, 1927-1928	16,895
Total number of volumes in Library, June 30, 1928	193,867
Total number of volumes in Library, November 1, 1928	198,472

Circulation

Books loaned at desk of main library	186,301
Books loaned at education library	39,847
Books loaned at geology library	17,431
Books and pamphlets mailed to women's clubs	15,642
Books and pamphlets mailed to schools	26,362
Letters to women's clubs	13,116
Letters to schools	12,281

Interlibrary Loans

Volumes borrowed from other libraries	368
Volumes loaned, in ten different states	137

Catalogue Department

Total number of volumes (pieces) catalogued	7,394
New cards added to main catalogue	21,884
New cards added to department catalogues	3,384
Total number of catalogue cards made	25,268

Repair Work

Books repaired in building	2,858
Pamphlet covers applied	1,579
Red-rope covers made and applied	340
	4,777

LIBRARY FINANCES, 1927-1928

Receipts

University appropriation, books, maintenance, salaries	$ 84,704.36
University appropriation, building and equipment	2,500.00
University appropriation, salaries (instruction)	10,250.00
Miscellaneous receipts (gifts, fines, etc.)	2,551.43
Total	$100,005.79

Disbursements

Books, department periodicals, and bindings	$ 37,168.85
Periodicals for the general library	2,284.16
Binding for the general library	1,933.65
Building equipment and repairs	1,109.87
Express and freight	713.55
Printing	576.49
Supplies	1,848.14
Telephone and telegraph	188.86
Travel	363.31
Salaries	41,416.00
Wages	9,050.77
Miscellaneous	48.50

Balance from maintenance	1,913.51
Balance from equipment	1,390.13
Total	$100,005.79

Law School

Spent from fund in memory of Lucius Polk McGehee	$ 1,874.25

Institute for Research in Social Science

Books	$ 122.86

School of Commerce

Books	$ 1,259.93
Periodicals	178.00
Total	$ 1,437.93
Grand total	$103,440.83

Loan Desk Receipts

On hand July 1, 1927	$ 40.36
Received by fines, lost books, etc.	1,903.60
Revolving fund	50.00
Total	$ 1,993.96

Loan Desk Disbursements

To deposits with treasurer	$ 1,862.16
To revolving fund	50.00
To balance due 1928-1929	81.80
Total	$ 1,993.96

List of Donors

A. J. Armstrong; English Bagby; Mrs. A. L. Baker; Frederick Bancroft; C. D. Beers; Misses Olivia and Ellen Bellamy; Edwin Bjorkman; Mrs. C. W. Broadfoot; Mrs. P. P. Burd; Edouard Champion; H. W. Clark; W. C. Coker; C. H. Congdon; E. R. Cook; H. T. Cook; J. F. Dashiell; H. G. Duncan; E. C. Farnsworth; Norman Foerster; Gerald Gage; F. H. Giddings; Armand Godoy; C. B. Going; P. D. Gold; Mrs. Wharton Green; Otto Harrassowitz; R. H. Hepburn; G. D. Holmes; Edward Hungerford; S. M. Ikley; Mrs. Robert Jaffray; Miss Maude M. and F. B. Kingsbury; E. W. Knight; A. A. Knopf; Fred Landon; B. P. Lewis; J. E. Lough; Mrs. W. S. Lovell; B. G. McGehee; J. E. Mackenty; I. H. Manning; Theodore Marburg; T. E. Merrill; J. A. Mette; G. L. Paine; Mrs. A. H. Patterson; G. F. Peabody; R. J. Peters; Martha Ragsdale; Nathan Reich; C. M. Remey; Lucien Reychler; Julius Rosenwald; Thorndike Saville; Miss Helen Sawyer; G. F. Sherrill; N. S. Siewers; Mrs. F. N. Skinner; E. E. Smith; J. F. Smith; G. C. Taylor; Miss E. M. Thornton; Mrs. E. J. Tytus; F. D. Uzzell; John Varga; S. M. Vauclain; Mrs. R. H. Whitehead; J. A. Widtsoe; W. A. Williams; L. R. Wilson; A. B. Windham; E. J. Woodhouse; K. C. Knight; L. B. Wright; P. C. Young.

American Association for Adult Education; American Baptist Historical Society; American Child Health Association; American Druggist; American

Electric Railway Association; American Federation of Labor; American Medical Association, Council on Medical Education and Hospitals; American Museum of Natural History; American National Red Cross; American Polish Chamber of Commerce; American Prison Association; American Proctologic Society; American Society for the Control of Cancer; Association of Railway Executives; Biblioteca Nacional, Santiago, Chile; B'nai B'rith Wider Scope Committee; Carnegie Corporation of New York; Carnegie Endowment for International Peace; Carnegie Foundation for the Advancement of Teaching; Carnegie Institution of Washington; Chicago Trust Company; Columbia, S. C., Department of Agriculture, Commerce and Industries; Commonwealth Fund, Division of Publications; Connecticut State Library; Dennison Manufacturing Co.; Denver Board of Education; Geological Department, Georgia; Ginn and Company; Grosvenor Library; Daniel Guggenheim Fund; Hamtramck Public Schools; Hispanic Society of America; Investment Bankers Association; John Crerar Library; Laura Spelman Rockefeller Memorial; League for Industrial Democracy; McGraw-Hill Publishing Co.; Commonwealth of Massachusetts; Methodist Episcopal Church, Board of Temperance, Prohibition and Public Health; Modern Language Association of America; Moffat Tunnel Commission; National Committee for Preventing Blindness; National Research Council; Newark Museum; Newport News Shipbuilding and Dry Dock Co.; New Republic, Inc.; Niagara Falls Power Company; Ohio Tax Commission; University of Rochester; Rockefeller Foundation; Rockefeller Institute for Medical Research; Robert Schalkenbach Foundation; Silver, Burdett Publishing Co.; Swedish Ministry of Foreign Affairs; Texas Bureau of Labor Statistics; Union Labor Life Insurance Co.; United Daughters of the Confederacy, Chatham, Virginia; United Fruit Co.

DONORS, NORTH CAROLINA COLLECTION

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Respectfully submitted,

Louis R. Wilson, *Librarian.*

REPORT OF THE BUSINESS MANAGER

To the President of the University:

I have the honor to submit the following report of the Business Manager's Office, covering the general management of University business and property, together with balance sheet and supporting schedules showing the financial status of the University as of June 30, 1928.

Building Program

The 1927 Legislature appropriated $1,220,000 to continue the University's building program during the current biennium. After several weeks' study of the needs of the University and conference with the State Advisory Budget Commission, the following program was adopted and approved.

$ 625,000	Library
55,000	Phillips Hall Wing
90,000	New West Renovation
25,000	Memorial Hall Renovation
50,000	Departmental Permanent Equipment
28,000	Furniture and Fixtures
160,000	Classroom Building
25,000	Roads, Grading, Paving
50,000	Peabody Hall Wing
103,000	Dormitory
9,000	Unallocated Reserve
$1,220,000	

Plant Additions and Improvements

New West Building, constructed in 1857, has been reconditioned and put into service. No change was made in the exterior architectural appearance of the building, but the walls were strengthened and the interior completely rebuilt in reinforced concrete construction. The building has an excellent arrangement of laboratories, lecture rooms, seminar rooms and offices especially designed to fit the needs of the Department of Psychology. The top floor contains the Dialectic Literary Society Hall and committee rooms.

A new dormitory, housing 110 students, was completed during the summer. It is the fourth in the dormitory group across the Raleigh Road, and brings the total dormitory capacity to 1,250, or something less than one half of the student body.

In March the contract for the new library was awarded. With favorable weather and labor conditions, the work has been progressing very satisfactorily, and the building will be ready for occupancy in early summer.

Work on the new classroom building for the School of Commerce has been carried on simultaneously with the new library construction, and the spring quarter should see the School of Commerce in its new home. This will relieve

the greatly congested condition under which the School of Commerce, the Department of History and Government, and the Department of Rural-Social Science have been working in Saunders Hall.

Subscriptions collected have been sufficient to finish the main assembly room of the Graham Memorial Building, but the building cannot be put into service until funds are in hand for the completion and furnishing of the first floor.

Grounds

The Building Committee and the Faculty Committee on Buildings and Grounds have approved the following projects for the improvement of the campus:

Cameron Avenue Extension: widening, gravel surfacing, concrete curb and gutter.

Raleigh Road Extension: gravel surfacing, concrete curb and gutter.

South Road: concrete curb and gutter from Country Club crossing to Pittsboro Highway.

Regrading and planting the area between the Methodist Church and the Battle-Vance-Pettigrew dormitories, the area adjoining New West, the area between Memorial Hall and the Y. M. C. A., the Infirmary lawn.

Terrace wall and steps at South Building.

All of this work has been completed except a small amount of curb and gutter work on the South Road.

Buildings Named

At the June, 1928, meeting, the Board of Trustees adopted the following names for new buildings: for dormitory "F", Aycock Dormitory, in honor of Charles B. Aycock; for dormitory "G", Graham Dormitory, in honor of Major John W. Graham; for dormitory "I", Everett Dormitory, in honor of W. N. Everett; for Dormitory "J", Lewis Dormitory, in honor of Dr. R. H. Lewis; for the class room building, "Bingham Hall", in honor of Col. Robert Bingham; for the new library building, "The University Library".

Property Transfers

The Building Committee recommended to the Board of Trustees plans for the transfer of two pieces of property, which were approved by the Board:

(1) A strip of land fronting on the west side of Pittsboro Highway, beginning at McCauley Street, extended, and running to University Drive. This property to be divided into building lots and exchanged for property adjoining the campus, now owned by fraternities, on a basis to be worked out by the Building Committee.

(2) For the extension of the Chapel Hill cemetery, approximately two acres on the east and one acre on the south of the present cemetery. The development and maintenance of this extension are to be under the supervision of a Cemetery Committee composed of representatives from the town of Chapel Hill and of the University.

FINANCIAL STATEMENT

The attached balance sheets and supporting schedules show the condition of the various funds of the University at the close of the fiscal year June 30, 1928, and an analysis of the operation of the funds throughout the year.

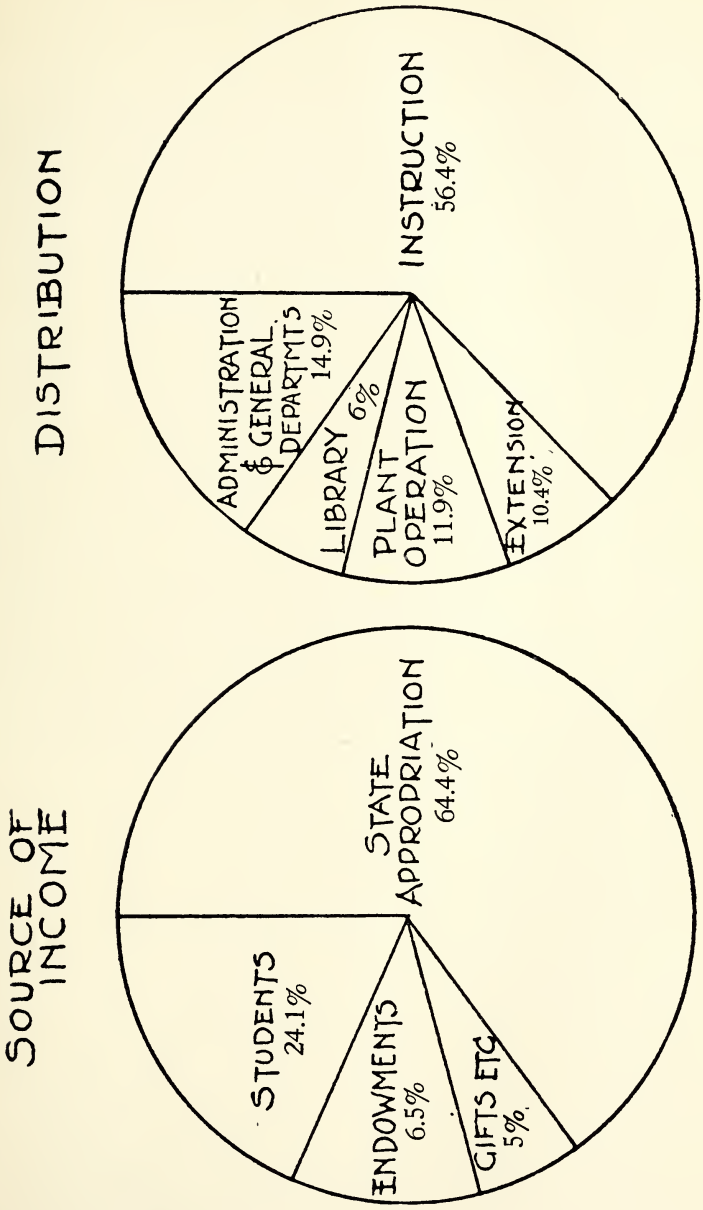
The accounts have been audited by representatives of the State Auditor, and detailed reports of the audit are on file at the office of the State Auditor and the business office of the University.

The total maintenance fund income for the year was $1,288,770.87. It is made up of receipts from the following sources:

State appropriation	64.43%
Gifts for current expenses and miscellaneous	4.99%
Income from Endowments	6.47%
Student Fees	24.11%

The distribution of the maintenance fund expenditures was for:

Instruction	56.37%
Administration and General Departments	11.15%
Library	5.99%
Extension Division	10.35%
Plant Operation	11.92%
Student Welfare	3.77%


SOURCE OF INCOME
STUDENTS 24.1%
ENDOWMENTS 6.5%
GIFTS ETC 5%
STATE APPRODRIATION 64.4%
DISTRIBUTION
ADMINISTRATION & GENERAL DEPARTMTS 14.9%
LIBRARY 6%
PLANT OPERATION 11.9%
EXTENSION 10.4%
INSTRUCTION 56.4%

UNIVERSITY FINANCIAL REPORT

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CONSOLIDATED BALANCE SHEET—JUNE 30, 1928

Statement No. 1

The financial condition of the University and the various funds as at the close of the fiscal year, ended June 30, 1928, is as follows:

ASSETS

1. General Fund			
a. Cash in Hands of the University Treasurer (To be Deposited to Credit of the State Treasurer in the New Year)			$ 51.93
b. Due from State Treasurer:			
Expenditures Settlement for June 1928		$ 9,106.14	
1927-28 Appropriation Carried Forward to 1928-29		19,693.93	28,800.07
c. Student Accounts and Other Receivables		8,089.93	
Less Reserve for Doubtful		3,861.09	4,228.84
d. Student Teaching-Agreement and Old Tuition Notes Receivable		136,569.44	
Less Reserve for Doubtful		136,569.44	
e. Total			$ 33,080.84
2. Capital Funds			
a. Due from State Treasurer:			
Expenditures Settlement for June 1928	$ 19,281.29		
1927 Permanent Improvement Appropriation	768,070.60	$ 787,351.89	
b. Contractors Advances Account		53,603.20	
c. Sinking Fund Cash and Securities		49,907.49	
d. Property Owned		7,949,874.32	8,840,736.90
3. Revolving Fund			
a. Receivables Due from Customers		114,551.39	
b. Inventories of Merchandise for Resale, Operating Supplies, Etc.		138,989.46	
c. Property for Resale		19,333.33	
d. Deferred Charges to Operations		677.48	273,551.66
4. Endowment and Special Funds			
a. Cash		$ 136,642.69	
b. Investments		764,765.83	
c. Due from Kenan Trustees (Estimated)		1,250,000.00	
e. Due from Other Funds		19,363.00	2,170,771.52
5. Grand Total			$11,318,140.92

CONSOLIDATED BALANCE SHEET—JUNE 30, 1928

Statement No. 1

The financial condition of the University and the various funds as at the close of the fiscal year, ended June 30, 1928, is as follows:

LIABILITIES

1. General Fund				
f. Cash Overdraft—Imprest Fund (Received from State Treasurer in July of the New Year)				$ 9,106.14
g. Due to Student Organizations				23.67
h. Reserve for 1927-28 Appropriation not Available until 1928-29 by Direction of the Budget Bureau and to Cover unexpended University Departmental Appropriations				19,693.93
i. Surplus, or Free Working Balance				4,257.10
j. Total				$ 33,080.84
2. Capital Funds				
e. Cash Overdraft:				
1927 Permanent Improvement Fund Overdraft (Received from State Treasurer in July of New Year)			$ 19,281.29	
Deduct Balance				
1923 Permanent Improvement Fund	$	4,333.02		
Cash Receipts Deposited in New Year to the Credit of the State Treasurer		725.62	5,058.64	
		$	14,222.65	
f. Reserve for Improvement Projects			872,403.68	
g. University Service Plants Bonds			200,200.00	
h. Surplus Invested in Property			7,753,910.57	8,840,736.90
3. Revolving Funds				
a. Cash Overdraft			$ 9,259.52	
b. Notes Payable for Working Capital			50,000.00	
c. Accounts Due to Creditors and Others for Service Deposits and Extensions, Etc.			23,883.49	
d. Deferred Credits to Operations			34,812.32	
e. Reserve for Plant Extension, Replacements, Etc.			131,174.10	
f. Surplus			24,422.23	273,551.66
4. Endowment and Special Funds				
a. Due to Other Funds			$ 33,087.13	
b. Reserve for Principal Sum			2,137,684.39	2,170,771.52
5. Grand Total				$11,318,140.92

STATE CONTROLLED BUDGET OPERATIONS——MAINTENANCE (GENERAL FUND)

July 1, 1927 to June 30, 1928

Statement No. 2

The Operation and Maintenance of the University for the Year 1927-1928, as reflected by the State Controlled Budget resulted in an unexpended Appropriation balance of $19, 693.93, against which should be charged unfilled purchase orders amounting to $10,894.56, leaving a free balance of $8,799.37 to take care of the unexpended balance of allotments to University Departments to be expended in 1928-1929.

	As Budgeted	Actual	Under or *Over Budget
EXPENDITURES			
Personal Service	$ 965,000.00	$ 964,990.24	$ 9.76
Supplies and Materials	65,000.00	56,226.52	8,773.48
Postage, Telephone and Express	18,675.00	17,480.31	1,194.69
Travel Expense	16,750.00	15,142.58	1,607.42
Printing, Binding and Publicity	46,000.00	39,816.89	6,183.11
Motor Vehicles, Operation and Upkeep	3,750.00	2,934.04	815.96
Light, Power, Heat and Water	33,000.00	32,742.22	257.78
Repairs	52,250.00	49,633.60	2,616.40
General Expense	3,125.00	3,084.73	40.27
Equipment Replacements	38,900.00	37,337.84	1,562.16
Insurance and Bonding	7,160.00	6,710.85	449.15
Miscellaneous	758.35	849.59	*91.24
State Aid	52,000.00	52,000.00	--------
Deposit Accounts (Own Receipts)	100,000.00	101,009.01	*1,009.01
Total	$1,402,368.35	$1,379,958.42	$ 22,409.93
REVENUE RECEIPTS			
Student Fees	$ 300,932.35	$ 322,178.87	$ *21,246.52
Endowment Income	91,500.00	83,405.29	8,094.71
Sales and Miscellaneous Receipts	20,000.00	9,564.18	10,435.82
Deposit Accounts	100,000.00	101,009.01	*1,009.01
Service Plants Earnings	39,936.00	33,495.00	6,441.00
Total	$ 552,368.35	$ 549,652.35	$ 2,716.00
STATE SUPPORT			
General Fund Appropriation	$ 850,000.00	$ 830,306.07	$ 19,693.93

GENERAL FUND, INCOME AND EXPENDITURES—YEAR ENDED JUNE 30, 1928

Statement No. 3

The Operation and Maintenance of the University for the Year 1927-1928 resulted in a saving of $5,832.93 leaving a free working balance or surplus of $4,257.10 to carry forward to the New Year.

INCOME

FOR THE YEAR CONSISTED OF:

		Amount	Per cent
1	State General Fund Appropriation	$ 830,306.07	64.43
2	University Earned Income	341,564.51	26.50
3	Income from Endowments	83,405.29	6.47
4	From Service Plants Earnings	33,495.00	2.60
5	The total income from all sources being	$ 1,288,770.87	100.00

EXPENDITURES

OF THIS INCOME BY FUNCTIONS WERE FOR:

6	General Administrative Offices	$ 94,095.23	7.29
7	General Printing and Publications	24,962.84	1.94
8	General Expenses	24,756.87	1.92
9	Student Welfare	48,612.98	3.77
10	Library	77,227.01	5.99
11	Care of Buildings and Grounds	153,745.32	11.92
12	Teaching	726,481.11	56.37
13	Extension Teaching and Service	133,056.58	10.35
14	Totaling	$ 1,282,937.94	99.55
15	Leaving an Excess of Income or Saving for the Year's Operation of	$ 5,832.93	.45

WORKING BALANCE

16	There was a Deficit from Previous Years of	$ 1,523.90	
17	Add Adjustment of Surplus	51.93	1,575.83
18	Leaving a Surplus, or Free Working Balance to Carry Forward to the New Year of		$ 4,257.10

GENERAL FUND, ANALYSIS OF EARNED INCOME—YEAR ENDED JUNE 30, 1928

Statement No. 4

Student Fees Amounted to 90.95% of Earned Income and 24.11% of total income from all sources, represented by:

A	TUITION—LESS REFUNDS:			
	a Academic	$ 179,017.81		
	b Law	10,223.09		
	c Medicine	7,379.31		
	d Pharmacy	6,066.84	$ 202,687.05	
	e Less Exemptions on account of:			
	1 Scholarships	$ 9,245.00		
	2 Fellowships	3,525.03		
	3 Teacher's Agreements	26,295.82		
	4 Teachers	4,058.33		
	5 Ministers	1,250.00		
	6 Physical Infirmities	1,625.00		
	7 Instructors	2,910.50		
	8 Minister's Sons	3,816.67		
	9 Graduate Scholarships	1,849.98		
	10 Research Assistants	991.69		
	11 Highway Fellowships	225.00	55,793.02	
	f Net Tuition		$ 146,894.03	
B	Registration Fees		63,612.00	
C	Laboratory Fees:			
	a Botany	$ 1,269.50		
	b Chemistry	20,591.70		
	c Commerce	3,486.87		
	d Engineering	3,235.68		
	e English	51.00		
	f Geology	3,160.65		
	g Medicine	6,860.00		
	h Music	85.50		
	i Pharmacy	1,234.75		
	j Physics	1,418.00		
	k Psychology	629.25		
	l Zoology	1,245.00	43,267.90	
D	Extension Tuition and Fees		50,395.54	
E	Infirmary Receipts		1,026.06	
F	Library Receipts		2,551.45	
G	Diploma Fees		1,981.20	
H	Gymnasium Locker Rent		199.00	
I	Engineering Co-op. Fees		737.38	
	Total Student Fees		$ 310,664.56	
	Sales and Miscellaneous receipts amounted to 9.05% of Earned Income and 2.40% of total income from all sources, itemized as follows:			
J	Sales of Publications:			
	a High School Journal	$ 950.73		
	b Studies in Philology	1,579.23		
	c Mitchell Journal	312.57		
	d Law Review	204.77	$ 3,047.30	
K	Extension Sales		22,293.85	
L	Interest Earned on Teacher's Notes		784.15	
M	Teachers and Tuition Notes		3,909.60	
N	Miscellaneous Receipts and Sales		865.05	$ 30,899.95
	Total Earned Income			$ 341,564.51

GENERAL FUND, DEPARTMENTAL EXPENDITURES, BY OBJECTS—YEAR ENDING JUNE 30, 1928

Statement No. 5—Part I

	Total	Personal Service	Supplies and Materials	Postage Telephone and Express	Travel
6 GENERAL ADMINISTRATIVE OFFICES:					
A Secretary, Board of Trustees	$ 319.90	300.00	$ 6.25	$ *.85	$
B President	17,943.73	16,326.46	518.45	650.44	
C Business Manager	24,179.07	19,983.47	200.06	969.04	2.00
D Registrar	14,295.25	13,091.92	73.10	631.74	
E Dean of Liberal Arts	3,679.17	3,477.42	27.81	118.17	
F Dean of Applied Science	1,434.13	1,324.17	15.35	65.02	
G Dean of Education	3,633.24	3,633.24			
H Dean of Commerce	2,916.69	2,858.26	13.53	44.90	
I Dean of Graduate School	3,470.26	3,129.94	38.37	186.63	
J Dean of Law	1,539.75	1,500.00		39.75	
K Dean of Medicine	729.89	724.74	3.10	*.45	
L Dean of Engineering	2,768.84	2,563.26	25.60	129.71	
M Director, News Bureau	8,134.07	5,572.31	1,336.22	1,014.27	
N Secretary, Alumni Association	7,500.00				
O Director, Playmakers	1,551.24	1,499.92	51.32		
P Total	$ 94,095.23	$ 75,985.11	$ 2,309.16	$ 3,848.37	$ 2.00
7 GENERAL PRINTING AND PUBLICATIONS:					
A High School Journal	$ 2,001.03	$ 221.79	$ 5.05	$ 76.83	$
B Record	6,341.51	83.31	1.50	136.15	
C Studies in Philology	2,092.87			48.77	
D Mitchell Journal	2,231.99			16.00	
E Law Review	2,204.37		20.96	84.66	
F University Press	9,500.00				
G Journal of Social Forces	1.50				
H Miscellaneous Printing	130.87				
I Sprunt Monograph	458.70				
J Total	$ 24,962.84	$ 305.10	$ 27.51	$ 362.41	$
8 GENERAL EXPENSE:					
A Public Occasions	3,230.40	$ 1,185.60	$ 1,623.75	$ 60.60	$ 20.00
B University Sermons	107.80	95.00	11.80	1.00	
C Lectures	507.10	500.00		1.00	3.50
D Miscellaneous	1,478.39	576.17	390.91	36.08	
E Commerce Lectures	84.68	64.18	14.00		6.50
F Student Survey	5,964.71	4,308.28	194.97	345.80	668.31
G Subscriptions and Memberships	606.50				
H Travel	7,790.04			31.14	7,380.88
I Advertising	2,605.60				
J Freshman Intelligence Tests	12.00				
K Registration Expense	734.44	200.63	12.15		
L Legal Service	52.58	50.58			
M State Auditors Examination	62.50	62.50			
N Diplomas	767.98			6.08	
O President's Entertainments	502.15		332.10		
P Pensions	250.00				
Q Total	$ 24,756.87	$ 7,042.94	$ 2,579.68	$ 481.70	$ 8,079.19

GENERAL FUND, DEPARTMENTAL EXPENDITURES, BY OBJECTS—YEAR ENDING JUNE 30, 1928

Statement No. 5—Part I

Printing, Binding and Publicity	Motor Vehicles Operation and Upkeep	Light, Power Heat and Water	Repairs	General Expense	Insurance and Bonding	Special Appropriations	Miscellaneous Obligations	Equipment Replacements
$ 14.50	$	$	$	$	$	$	$	$
413.48				34.90				
2,582.32			92.80	55.40	125.00		5.00	163.98
484.74			6.25	7.50				
50.77				5.00				
29.59								
107.57			.25	7.50				
			2.50					
47.27				3.00				
157.77			38.50	15.00				
						7,500.00		
$ 3,888.01	$	$	$ 140.30	$ 128.30	$ 125.00	$ 7,500.00	$ 5.00	$ 163.98
$ 1,695.36	$	$	$	$	$	$	$ 2.00	$
6,120.55								
2,044.10								
2,215.99								
2,098.75								
						9,500.00		
				1.50				
130.87								
458.70								
$14,764.32	$	$	$	$ 1.50	$	$ 9,500.00	$ 2.00	$
$ 124.32	$	$	$ 23.38	$ 192.75	$	$	$	$
2.60								
301.93			1.30	159.50			12.50	
284.89	86.74				35.72			40.00
				606.50				
	334.29				43.73			
2,605.60								
12.00								
282.25			239.41					
				2.00				
761.90								
13.40				156.65				
							250.00	
$ 4,388.89	$ 421.03	$	$ 264.09	$1,117.40	$ 79.45	$	$ 262.50	$ 40.00

GENERAL FUND, DEPARTMENTAL EXPENDITURES, BY OBJECTS—YEAR ENDING JUNE 30, 1928

Statement No. 5—Part II

	Total	Personal Service	Supplies and Materials	Postage, Telephone and Express	Travel
9 STUDENT WELFARE:					
A Dean of Men	$ 12,905.48	$ 11,519.28	$ 190.95	$ 449.47	$ 296.59
B Adviser to Women	2,120.27	2,016.92	3.45	49.49	
C Y. M. C. A.	5,999.85	5,999.85			
D Chapel	423.78	366.88	5.70	30.00	16.20
E Physical Education	12,535.85	12,464.85	1.50	40.00	
F Infirmary	12,227.75	8,315.58	2,936.31	139.58	
G Health Officer	2,400.00	2,400.00			
H Total	$ 48,612.98	$ 43,083.36	$ 3,137.91	$ 708.54	$ 312.79
10 LIBRARY	$ 77,227.01	$ 40,208.52	$ 1,848.50	$ 1,001.62	$ 363.31
11 CARE OF BUILDINGS AND GROUNDS:					
A Building Administration	$ 6,556.49	$ 3,564.52	$ 123.17	$ 72.70	$
B Building Service	63,621.77	27,424.60	$ 4,442.42	$ 39.00	
C Building Maintenance	40,964.83				
D President's House	75.64		15.75		
E Building Insurance	6,081.79				
F Grounds Maintenance	22,108.18	17,885.47	$ 1,721.90	33.30	
G Grounds Improvements	4,952.14	1,293.65	$ 2,560.34		
H Arboretum	2,900.03	2,329.01	489.47		
I Policing	5,780.27	5,772.27			
J General Equipment Maintenance	704.18				
K Total	$ 153,745.32	$ 58,269.52	$ 9,353.05	$ 145.00	$
12 TEACHING:					
A Botany	$ 16,783.68	$ 15,660.22	$ 818.28	$ 116.68	$
B Chemistry	58,834.21	45,038.52	12,995.56	$ 148.28	
C Commerce and Economics	57,152.84	55,931.50	340.28	84.71	15.00
D Education	32,676.23	31,246.32	443.79	361.90	20.60
E Engineering	45,365.40	42,074.20	858.41	119.29	214.33
F English	72,324.76	71,803.87	124.43	170.80	15.00
G Geology	21,157.46	19,877.63	865.95	115.23	
H Germanic Languages	13,240.18	13,324.95	2.00		
I Greek	4,514.51	4,514.51			
J History and Government	47,039.77	46,637.59	48.96	41.25	
K Journalism	4,116.56	3,999.96	28.12	61.73	
L Latin	16,815.19	16,768.58	8.15	28.66	
M Law	42,331.61	41,529.40	148.69	234.53	
N Library Instruction	10,249.92	10,249.92			
O Mathematics	36,125.96	36,016.39	47.80	22.02	
P Medicine	47,690.77	38,834.83	6,316.57	195.81	
Q Music	10,791.46	10,102.80	224.37	164.22	
R Pharmacy	16,892.00	14,708.24	2,021.31	123.35	
S Physics	16,348.17	14,830.08	1,057.33	1.56	
T Philosophy	8,493.51	8,470.66		2.20	
U Psychology	15,884.92	15,249.84	275.35	124.70	

GENERAL FUND, DEPARTMENTAL EXPENDITURES, BY OBJECTS—YEAR ENDING JUNE 30, 1928

Statement No. 5—Part II

Printing and Binding Publicity	Motor Vehicles Operation and Upkeep	Light, Power Heat and Water	Repairs	General Expense	Insurance and Bonding	Special Appropriations	Miscellaneous Obligations	Equipment Replacements
$ 397.44	$	$	$	$ 51.75	$	$	$	$
50.41								
5.00								
29.50								
29.50	359.48		9.61	384.61	32.68			20.40
$ 511.85	$ 359.48	$	$ 9.61	$ 436.36	$ 32.68	$	$	$ 20.40
$ 728.40	$	$	$ 106.94	$ 53.00	$	$	$ 51.50	$ 32,865.22
$ 150.82	$ 308.62	$ 8.07	$ 2,101.83	$ 1.76	$	$	$	$ 225.00
		31,349.80	17.35	68.75	279.85			
			40,964.83					
		43.24		16.65				
					6,081.79			
	272.33	1,329.31	599.40	145.72				120.75
			1,098.15					
	3.10	11.80	44.65					22.00
8.00								
			704.18					
$ 158.82	$ 584.05	$32,742.22	$45,530.39	$ 232.88	$6,361.64	$	$	$ 367.75
$ 81.00	$	$	$ 107.50	$	$	$	$	$
442.16			629.35	7.50				*427.16
107.45			10.89	47.50				615.51
527.59			25.40	8.83				41.80
150.33	7.36		1,365.23					576.25
203.16			7.50					
33.50			129.00				5.50	130.65
13.23								
108.35			25.59					178.03
5.50			13.75	7.50				
9.80								
346.56			2.90	6.00				63.53
39.75								
176.05			797.17	3.11			*8.50	1,375.73
77.72			215.34	7.01				
11.15			27.95					
53.18			219.40					186.62
20.65								
223.55			11.48					

GENERAL FUND, DEPARTMENTAL EXPENDITURES, BY OBJECTS—YEAR ENDING JUNE 30, 1928

Statement No. 5—Part II, Continued

	Total	Personal Service	Supplies and Materials	Postage, Telephone and Express	Travel
V Public Welfare	18,281.96	17,931.21	52.42	234.43	
W Romance Languages	50,673.94	50,063.99	80.52	191.72	65.50
X Rural Economics	12,953.32	12,614.92	74.19	202.27	
Y Zoology	14,642.78	13,258.03	1,136.87	56.26	
Z Summer School	35,000.00				
AA Total	$ 726,481.11	$650,738.16	$27,969.35	$ 2,801.60	$ 330.43
13 EXTENSION	$ 133,056.58	$ 89,355.00	$10,227.80	$ 8,117.53	$ 6,052.86
Total Expenditure	$1,282,937.94	$964,987.71	$57,452.96	$17,466.77	$15,140.58

GENERAL FUND, DEPARTMENTAL EXPENDITURES, BY OBJECTS—YEAR ENDING JUNE 30, 1928

Statement No. 5—Part II, Continued

Printing, Binding and Publicity	Motor Vehicles Operation andUpkeep	Light, Power Heat and Water	Repairs	General Expense	Insurance and Bonding	Special Appropria-tions	Mis-cellaneous Obligations	Equipment Replace-ments
55.40			2.50	6.00				
257.39			11.25	3.57				
44.44			10.00	7.50				
26.65			54.72					110.25
						35,000.00		
$ 3,014.56	$ 7.36	$	$ 3,666.92	$ 104.52	$	$35,000.00	$ *3.00	$ 2,851.21
$12,280.98	$1,563.27	$	$ 140.35	$1,010.77	$ 134.37	$	$3,129.89	$ 1,043.76
$39,735.83	$2,935.19	$32,742.22	$49,858.60	$3,084.73	$6,733.14	$52,000.00	$3,447.89	$ 37,352.32

STATE CONTROLLED BUDGET OPERATIONS—PERMANENT IMPROVEMENTS

July 1, 1927 to June 30, 1928

Statement No. 6

Permanent Expenditures of the University for the Year 1927-1928 as reflected by the State Controlled Budget, shows an unexpended balance to carry forward to the year 1928-1929 of $767,344.98 with which to complete the various authorized projects now underway.

	As Budgeted (Estimate of Completed Project Costs)	Actual Expenditures to Date			
		On Incompleted Projects	On Completed Projects	Total	Unexpended Balance
EXPENDITURES:					
Library (Equipment)	$ 625,000.00	$ 141,842.85	----------	$ 141,842.85	$ 483,157.15
Phillips Hall	55,000.00	----------	$ 54,256.26	54,256.26	743.74
Renovation New West	90,000.00	80,004.54	----------	80,004.54	9,995.46
Renovation Memorial Hall	25,000.00	----------	----------	----------	25,000.00
Departmental Equipment	50,000.00	32,370.69	----------	32,370.69	17,629.31
Furniture and Fixtures	28,000.00	9,935.48	----------	9,935.48	18,064.52
Class Room Building—Bingham Hall	160,000.00	7,500.00	----------	7,500.00	152,500.00
Roads, Grading, etc.	25,000.00	8,860.33	----------	8,860.33	16,139.67
Wing on Peabody Building	50,000.00	----------	----------	----------	50,000.00
Dormitory I	103,000.00	83,105.77	----------	83,105.77	19,894.23
Disposal Plant	21,547.05	----------	21,547.05	21,547.05	----------
Paving, etc.	6,113.03	----------	6,113.03	6,113.03	----------
Railroad Trestle	4,958.00	----------	4,924.20	4,924.20	33.80
Heating Mains, etc.	5,000.00	2,528.52	----------	2,528.52	2,471.48
Class-Room—New East	12,600.00	1,003.52	----------	1,003.52	11,596.48
Unallotted Reserve	17,905.99	----------	----------	----------	17,905.99
Undistributed Advances to Contractors, Contractors Plant, Architect fees, etc., to be apportioned to projects Add or *Deduct	----------	57,786.85	----------	57,786.85	*57,786.85
Totals	1,279,124.07	$ 424,938.55	$ 86,840.54	$ 511,779.09	$ 767,344.98
APPROPRIATIONS:					
1925 Fund	$ 59,124.07	$ 3,532.04	$ 32,584.28	$ 36,116.32	$ 23,007.75
1927 Fund	1,220,000.00	421,406.51	54,256.26	475,662.77	744,337.23
	1,279,124.07	$ 424,938.55	$ 86,840.54	$ 511,779.09	$ 767,344.98

CAPITAL FUNDS, PERMANENT IMPROVEMENT FUNDS—RECEIPTS AND EXPENDITURES

July 1, 1927 to June 30, 1928

Statement No. 7

RECEIPTS

1	From State Treasurer on Appropriation	$ 439,563.72
2	N. C. Licensing Board for Contractors	632.37
4	Miscellaneous	93.25
5	Total	$ 440,289.34

EXPENDITURES

6	Advances, Fees, etc.	$ 24,312.36
7	Library	123,842.85
8	Wing on Phillips Hall	55,452.26
9	Renovation of New West	73,989.54
10	Departmental Equipment	32,370.69
11	Furniture and Fixtures	10,344.82
12	Roads and Grading	8,360.33
13	Dormitory I	78,105.77
14	Disposal Plant	21,547.05
15	Paving, etc.	6,113.03
16	Trestle	4,740.02
17	Heating Mains, etc.	2,528.52
18	Class Room Building	1,003.52
19	New East Building	5,490.80
20	Total Expenditures	$ 448,201.56
21	Excess of Expenditures	$ 7,912.22
22	Add Cash Overdraft at June 30, 1927	6,310.44
23	Cash Overdraft at June 30, 1928	$ 14,222.66

1927 Fund Overdraft:		
Due from State Treasurer	$ 19,281.30	
Own receipts deposited our credit	725.62	$ 18,555.68
Less Balance 1923 Fund		4,333.02
		$ 14,222.66

CAPITAL FUNDS, 1927 PERMANENT IMPROVEMENT FUND—ANALYSIS AS AT JUNE 30, 1928

Statement No. 8

		Since June 30, 1927 to June 30, 1928
	CREDITS	
1	State Appropriation	$ 1,220,000.00
2	N. C. Licensing Board for Contractors	632.37
3	Refund on Shades Bought, etc.	93.25
4	Miscellaneous	59,124.07
5	Total	$ 1,279,849.69
	DEBITS	
6	Advances, Fees, etc., Undistributed:	
	a Architect and Engineers Fees (Resident)	$ 35,000.00
	b Consulting Architect	651.46
	c Railroad Extension	4,924.20
	e Contractors Advances (Plant, Working balances, etc.)	53,603.20
	f Miscellaneous (Insurance, etc.)	5,547.19
	Sub-Total	$ 99,726.05
7	Departmental Equipment and Furniture	$ 32,370.69
8	Furniture and Fixtures	8,739.48
9	Phillips Hall	55,452.26
10	Renovation of New West Building	73,989.54
11	New Library	123,842.85
12	Dormitory	78,105.77
13	Class Room—New East	1,003.52
14	Paving	6,113.03
15	Roads and Grading	8,360.33
16	Sewer Disposal Plant	21,547.05
17	General Heating Plant	2,528.52
18	Total	$ 511,779.09
19	Excess of Credits—Fund Surplus	$ 768,070.60

CAPITAL FUNDS, 1925 PERMANENT IMPROVEMENT FUND—ANALYSIS AS AT JUNE 30, 1928

Statement No. 9

		To June 30, 1927	Since June 30, 1927	Total June 30, 1928
CREDITS				
1 State Appropriation	$ 800,000.00			
Less Bond Sale Expense deducted by State	483.00	$ 799,517.00		
2 N. C. Licensing Board for Contractors		1,133.69		
3 Fire Loss Receipts		3,203.51		
4 Total		$ 803,854.20		
DEBITS				
6 Advances, Fees, etc., Undistributed:				
a Architects and Engineers Fees (Resident)		$ 30,000.00	$ *30,000.00	
b Consulting Architect		2,875.00	*2,875.00	
c Contractors Fees		14,000.00	*14,000.00	
e Contractors Advances (Plant, Working balances, etc.)		70,673.67	*70,673.67	
f Miscellaneous (Insurance, etc.)		5,626.42	*5,626.42	
Sub-total		$ (123,175.09)	$ (*123,175.09)	
7 Paving		38,479.32	----------	$ 38,479.32
8 Grading		36,665.67	$ 3,639.82	40,305.49
9 Heating Mains Extensions		56,159.02	8,445.59	64,604.61
10 Other Service Extensions—Water, Electric Sewers, etc.		30,841.79	3,000.00	33,841.79
11 Departmental Equipment		72,732.44		72,732.44
12 Furniture and Fixtures		42,074.94	1,605.34	43,680.28
13 New Laundry Building		20,000.00		20,000.00
14 Wing on Davie Hall		50,739.71	5,073.97	55,813.68
15 Renovation of Old South Building		153,354.42	15,362.18	168,716.60
16 New Pharmacy Building		23,149.14		23,149.14
17 Person Hall Building		9,266.32		9,266.32
18 New East Building		94,870.65	17,560.79	112,431.44
19 Alumni Building		885.60		885.60
20 Fire Loss Replacements		3,203.51		3,203.51
21 Green House		2,227.99		2,227.99
22 Engineering Building Addition		49,098.77	4,909.87	54,008.64
23 Repair Shop		1,383.28		1,383.28
24 Transfer to 1927 Fund upon Instructions of the Budget Bureau			59,124.07	59,124.07
25 Total		$ 808,307.66	$ *4,453.46	$ 803,854.20
26 Excess of Debits or *Credits		$ 4,453.46	$ *4,453.46	

Fund Closed.

*Denotes Credits.

CAPITAL FUNDS, CONTRACTOR'S ADVANCES ACCOUNT, AS AT JUNE 30, 1928

Statement No. 10

Balance in account at June 30, 1927			$ 70,673.67	
Advances from July 1, 1927 to June 30, 1928			290,000.00	
Total to account for				360,673.67
Credits from July 1, 1927 to June 30, 1928 covering Construction costs on various projects				307,070.47
Balance in account at June 30, 1928				$ 53,603.20
REPRESENTED BY:				
ASSETS:				
Petty Cash Imprest Fund		$ 200.00		
Cash in Bank of Chapel Hill		15,259.29		
Accounts Receivable		2,640.02		
Accounts Payable		732.37		
Crusher		*1,304.32		
Expense Unapportioned		9,782.59		
Truck Account		1,512.68		
Heavy Equipment		3,072.66		
Labor Camp		3,007.54		
Tools		2,959.49		
Total		$ 37,862.32		
ADD:				
Jobs in Process		$ 6,277.80		
Checks in Transit from: Endowment, Trust and Special Funds	$ 9,570.65			
University Consolidated Service Plants	264.94	9,835.59		
Total Assets			$ 53,975.71	
LIABILITIES:				
Unclaimed Time			372.51	
				$ 53,603.20

CAPITAL ACCOUNT—PROPERTY SCHEDULE AS AT JUNE 30, 1928

Statement No. 11—Part I

	Value at June 30, 1927	Current Capital Additions				Total Value June 30, 1928
		1925 Building Fund	1927 Building Fund	Special Bldg. Fund	Maintenance Fund	
ND:						
Campus	$ 325,720.69	$ 3,639.82	$ 14,473.36			$ 343,833.87
Town Lot, Franklin Street	5,000.00					5,000.00
Town Lot, Rosemary Street	500.00					500.00
Town Lot, Columbia Street	3,500.00					3,500.00
Town Lot, Carter Court	2,400.00					2,400.00
Total Land	$ 337,120.69	$ 3,639.82	$ 14,473.36			$ 355,233.87
JILDINGS:						
Graham Memorial	$ 99,078.63			$ 17,662.92		$ 116,741.55
Alumni	100,885.60					100,885.60
Old East	100,000.00					100,000.00
New East	169,895.65	17,560.79	1,003.52			188,459.96
Carr	66,000.00					66,000.00
Smith Hall	67,900.98					67,900.98
Y. M. C. A.	25,000.00					25,000.00
Bynum Gymnasium	50,000.00					50,000.00
South	229,656.08	15,362.18				245,018.26
Gerrard Hall	15,000.00					15,000.00
Memorial Hall	91,000.00					91,000.00
Old West	85,000.00					85,000.00
New West	70,000.00		73,989.54			143,989.54
Person Hall	34,266.32					34,266.32
Mary Ann Smith	35,000.00			40,326.06		75,326.06
Pharmacy	148,149.14					148,149.14
Library	152,589.97					152,589.97
Infirmary	50,000.00					50,000.00
Caldwell	125,298.39					125,298.39
Battle, Vance, Pettigrew	125,000.00					125,000.00
Peabody	100,000.00					100,000.00
Power House	30,000.00					30,000.00
Davie Hall	112,332.17	5,073.97				117,406.14
Swain Hall	143,560.78			*1,039.65		142,521.13
Phillips Hall	224,309.97	4,909.87	55,452.26			284,672.10
Carpenter Shop	26,383.28			2,649.93		29,033.21
Steele	153,038.54					153,038.54
Women's	134,205.79			638.99		134,844.78
Manly	110,000.00					110,000.00
Grimes	110,000.00					110,000.00
Ruffin	110,000.00					110,000.00
Mangum	110,000.00					110,000.00
Saunders	170,000.00					170,000.00
Murphy	185,000.00					185,000.00
Manning	180,435.99					180,435.99
Battle Park Dormitories	289,757.91		78,105.77			367,863.68
Indoor Court	56,386.56					56,386.56
New Chemistry	287,350.48					287,350.48
New Laundry	37,960.97			3,896.38		41,857.35
Public Service	46,873.48					46,873.48
Printery	2,500.00			26.46		2,526.46
New Library			123,842.85			123,842.85
Total Buildings	4,459,816.68	42,906.81	332,393.94	64,161.09		4,899,278.52
Totals Carried Forward	4,796,937.37	46,546.63	346,867.30	64,161.09		5,254,512.39

CAPITAL ACCOUNT—PROPERTY SCHEDULE AS AT JUNE 30, 1928

Statement No. 11—Part II, Continu

	Value at June 30, 1927	Current Capital Additions				Total Valu June 30, 1928
		1925 Building Fund	1927 Building Fund	Special Bldg. Fund	Maintenance Fund	
Totals Brought Forward	4,796.937.37	$ 46,546.63	$ 346,867.30	$ 64,161.09		5,254,512.
Total Buildings Brought Forward	4,459,816.68	$ 42,906.81	$ 332,393.94	$ 64,161.09		4,899,278.
RESIDENCES:						
Franklin Street	$ 7,500.00					$ 7,500.
Near Dr. Kluttz	7,500.00					7,500.
President's House	30,000.00					30,000.
Thirteen Bungalows	77,192.36					77,192.
Park Place Development	82,128.65					82,128.
Total	4,664,137.69	$ 42,906.81	$ 332,393.94	$ 64,161.09		5,103,599.
OTHER PROPERTY:						
Green House	$ 2,227.99					$ 2,227.
Kenan Stadium	77,353.41			$ 203,407.74		280,761.
Emerson Stadium	38,744.23					38,744.
Railroad	80,880.65		$ 4,924.20			85,804.
Tennis Courts	33,902.88					33,902.
Sewers	77,279.99	$ 3,000.00				80,279.
Electric Light and Water Ext.	465,733.28			44,710.48		510,443.
Telephone Property	65,615.53			63,808.07		129,423.
Heating Extension	68,776.75	8,445.59	2,528.52	29,121.62		108,872.
Water Works	48,746.48					48,746.
Printery Equipment	105.05					105.
Sewer Disposal Plant			21,547.05			21,547.
Total	$ 959,366.24	$ 11,445.59	$ 28,999.77	$ 341,047.91		1,340,859.
FURNITURE AND EQUIPMENT:						
Dormitories	$ 97,877.19					$ 97,877.
Class Rooms	549,748.47					549,748.
Library Books	285,732.53		8,166.76		32,980.49	326,879.
General	29,669.20	1,605.34	8,739.48			40,014.
Special Furniture and Equip.	14,403.16			1,663.83		16,066.
Equipment New Chemistry	48,638.19					48,638.
Equipment Smith Hall	2,818.38					2,818.
Departmental Equipment	30,647.34		24,203.93			54,851.
Electric and Water General	395.25					395.
South Building	12,699.03					12,699.
Mis. Bldg and Furniture Ext.	192.84					192.
Total	1,072,821.58	$ 1,605.34	$ 41,110.17	$ 1,663.83	$ 32,980.49	1,150,181.
Grand Totals	7,033,446.20	$ 59,597.56	$ 416,977.24	$ 406,872.83	$ 32,980.49	7,949,874.

REVOLVING FUNDS, CONSOLIDATED SERVICE PLANTS—CONDENSED OPERATING STATEMENT

July 1, 1927 to June 30, 1928

Statement No. 12

	REVENUE		
1	Electric Department		$ 273,460.10
2	Water Department		30,471.75
3	Heating Department		42,923.99
4	Telephone Department		25,556.01
5	Laundry Department		87,462.89
6	Book Exchange		138,953.56
7	Dining Hall—Men		159,672.43
8	Dining Hall—Women		20,988.13
9	Dormitories—Men		105,482.61
10	Dormitories—Women		9,323.43
11	Residences		27,307.77
12	Buildings Service		186,939.58
13	Duplicating Department		5,859.88
14	Administration		3,228.50
15	Total Revenue		$ 1,117,630.63
	EXPENSES		
16	Cost of Goods Sold	$ 580,505.03	
17	Plant Operation	252,562.33	
18	Plant Maintenance	43,060.47	
19	General Expenses	92,020.21	
20	Rental of Plant: Payments to create Replacement Fund for Depreciation Sinking Fund to retire outstanding Bonds and to cover accrued interest on Bonds and make Extensions and Replacements of Plant	123,593.16	
21	Transfer to the University General Fund for University Support	33,495.00	
22	Total Expense		$ 1,125,236.20
23	Loss from Operations		$ 7,605.57
	SURPLUS		
24	Surplus at beginning of period	$ 23,875.35	
	a Deduct adjustment	470.90	$ 23,404.46
25	Surplus at June 30, 1928		$ 15,798.89

REVOLVING FUNDS, SUMMER SCHOOL—CONDENSED OPERATING STATEMENT

July 1, 1927 to June 30, 1928

Statement No. 13

	Total	Whole 1927 Session	Part 1928 Session
REVENUE			
1 University General Fund Appropriation	$ 35,000.00	$ 35,000.00	
2 Student Fees	85,029.16	50,727.06	$ 34,302.10
3 Attraction Receipts	3,325.72	1,857.47	1,468.25
4 Miscellaneous	497.12	451.28	45.84
5 Total Revenue	$ 123,852.00	$ 88,035.81	$ 35,816.19
EXPENSE			
6 Salaries and Wages	$ 101,052.53	$ 75,365.16	$ 25,687.37
7 Supplies and Materials	1,553.84	1,209.00	344.84
8 Printing and Publications	3,941.45	2,202.77	1,738.68
9 Light and Water	2,045.84	1,992.24	53.60
10 Attraction Expense	3,007.00	2,020.00	987.00
11 Equipment	426.03	131.46	294.57
12 Travel	373.25	237.25	136.00
13 Communication	644.01	356.57	287.44
14 Refunds	1,520.39	1,288.58	231.81
15 General and Miscellaneous	664.30	664.30	----------
16 Total Expense	$ 115,228.64	$ 85,467.33	$ 29,761.31
SURPLUS			
17 Balance forward to New Year	$ 8,623.34		

ENDOWMENT AND SPECIAL FUNDS, CONSOLIDATED BALANCE SHEET AS AT JUNE 30, 1928

Statement No. 14

	Grand Total	Unexpendable Funds		
		Student Loans	Scholar-ships	Fellow-ships
Assets				
Cash	$ 136,642.69	$ 1,466.42	$ *990.17	$ 612.48
Due from Kenan Trustees (Estimate)	1,250,000.00			
Bonds	49,900.00	6,500.00	7,500.00	
University Service Plants Bonds	200,200.00	17,500.00	89,500.00	50,000.00
Stocks	29,400.00	200.00		
Notes Secured by Deed of Trust	138,801.87	2,300.00	6,200.00	
Returned Checks	165.82	100.82		
Student Loan Fund Notes Receivable	147,950.87	147,950.87		
Subscriptions Receivable	136,545.12			
Secured Notes Receivable	43,874.35			
Due from Other Funds	19,363.00		5,000.00	
House and Lot	4,000.00	4,000.00		
Farm	13,927.80		13,927.80	
Total	$2,170,771.52	$180,018.11	$121,137.63	$ 50,612.48
Liabilities				
Due to Other Funds	$ 33,087.13	19,363.00		
Value of Funds				
Reserve—Principal Sum	$2,137,684.39	$160,655.11	$121,137.63	$ 50,612.48

ENDOWMENT AND SPECIAL FUNDS, CONSOLIDATED BALANCE SHEET AS AT JUNE 30, 1928

Statement No. 14

		Expendable Funds				
Endowments	Totals	Scholar-ships	Research	Building	Special	Totals
$ 22,847.13	$ 23,935.86	$ 350.00	$ 15,469.21	$ 34,995.83	$ 61,891.79	$ 112,706.83
250,000.00	1,250,000.00					
19,200.00	33,200.00				16,700.00	16,700.00
34,500.00	191,500.00				8,700.00	8,700.00
29,200.00	29,400.00					
79,351.87	87,851.87			5,000.00	45,950.00	50,950.00
	100.82			65.00		65.00
	147,950.87					
				136,545.12		136,545.12
43,874.35	43,874.35					
3,000.00	8,000.00				11,363.00	11,363.00
	4,000.00					
	13,927.80					
$1,481,973.35	$1,833,741.57	$ 350.00	$ 15,469.21	$176,605.95	$144,604.79	$ 337,029.95
	19,363.00				13,724.13	13,724.13
$1,481,973.35	$1,814,378.57	$ 350.00	$ 15,469.21	$176,605.95	$130,880.66	$ 323,305.82

ENDOWMENT AND SPECIAL FUNDS—CASH STATEMENT

July 1, 1927 to June 30, 1928

Statement No. 15

Statement Number	Name of Fund	Cash Balance July 1, 1927	Credits: Invested Sum	Credits: Loans to the Funds	Credits: Principal Sum	Credits: Total
	Trust Funds, Unexpendable:					
	Student Loan Funds:					
16	Andrews	$ .50	$ 397.00	$	$ 382.65	$ 780.15
17	Blackwood	4.84	395.00		362.20	762.04
18	Bryant	12.80	20.00		500.57	533.37
19	Deems	128.89	12,038.38	26,226.00	2,766.91	41,160.18
20	Hewitt	544.64	33,815.25	1,000.00	765.73	36,125.62
21	Holt	192.14	1,168.10		514.51	1,874.75
22	Hogue	29.02	6,291.21		1,032.40	7,352.63
23	Lear	140.45	5,150.00		339.60	5,630.05
24	Martin	*44.97	8,221.80		1,046.38	9,223.21
25	Masonic	85.46	338.37		77.45	501.28
26	Masonic Theatre Educ.				100.00	100.00
27	Seely	38.52	1,799.50		59.77	1,897.79
	Totals	$ 1,132.29	$ 69,634.61	$ 27,226.00	$ 7,948.17	$ 105,941.07
	Scholarship Funds:					
28	Jones, Mrs. A. H.	$ *30.00	$	$	$ 120.00	$ 90.00
29	Ledoux				300.00	300.00
30	Moore, B. F.		1,000.00		357.00	1,357.00
31	Murchison				180.00	180.00
32	Ray, D. F.	15.00			60.00	75.00
33	Smith F. J.				840.00	840.00
34	Smith, Mary and Ann				2,220.00	2,220.00
35	Speight, Mary				600.00	600.00
36	Weil Memorial				60.00	60.00
37	Buchan, M. W.				182.09	182.09
38	Chair of History				1,200.00	1,200.00
39	Toms, G. N.	86.67			300.00	386.67
40	Mason	*2,696.84			260.00	*2,436.84
	Totals	$ *2,625.17	$ 1,000.00	$	$ 6,679.09	$ 5,053.92
	Fellowships:					
41	Graham Kenan	$ *192.77	$	$	$ 1,500.00	$ 1,307.23
42	Smith Graduate	475.49			1,500.00	1,975.49
	Totals	$ 282.72	$	$	$ 3,000.00	$ 3,282.72
	Endowments:					
43	Kenan Professorship	$ 40,951.02	$ 60,081.85	$	$ 80,922.76	$ 181,955.63
44	Library	192.00	2,000.00		2,726.20	4,918.20
45	McNair Lecture	1,854.31	5,000.00		617.17	7,471.48
46	Weil Lecture	268.79	1,500.00		956.50	2,725.29
47	Baskerville Memorial				310.00	310.00
48	Algernon Sydney Sullivan				200.00	200.00
	Totals	$ 43,266.12	$ 68,581.85		$ 85,732.63	$ 197,580.60

ENDOWMENT AND SPECIAL FUNDS—CASH STATEMENT

July 1, 1927 to June 30, 1928

Statement No. 15

Debits			Balances			
Invested Sum	Principal Sum	Total	Cash	Invested Sum	Liabilities	Principal Sum
$ 725.00	$	$ 725.00	$ 55.15	$ 3,128.00	$	$ 3,183.15
720.00		720.00	42.04	11,285.00		11,327.04
344.21	452.79	797.00	*263.63	9,386.01		9,122.38
38,249.40	727.37	38,976.77	2,183.41	75,498.92	18,363.00	59,319.33
35,681.00	76.96	35,757.96	367.66	30,611.53	1,000.00	29,979.19
1,470.00	500.00	1,970.00	*95.25	9,814.65		9,719.40
7,026.00		7,026.00	326.63	6,918.63		7,245.26
5,435.00		5,435.00	195.05	6,720.00		6,915.05
10,698.50	92	10,699.42	*1,476.21	22,241.45		20,765.24
415.00		415.00	86.28	1,665.00		1,751.28
100.00		100.00		100.00		100.00
1,852.50		1,852.50	45.29	1,182.50		1,227.79
$ 102,716.61	$ 1,758.04	$ 104,474.65	$ 1,466.42	$ 178,551.69	$ 19,363.00	$ 160,655.11
$	$ 90.00	$ 90.00	$	$ 2,000.00	$	$ 2,000.00
	300.00	300.00		5,000.00		5,000.00
	327.00	327.00	1,030.00	5,200.00		6,230.00
	180.00	180.00		3,000.00		3,000.00
	45.00	45.00	30.00	1,000.00		1,030.00
	840.00	840.00		14,000.00		14,000.00
	2,220.00	2,220.00		37,000.00		37,000.00
	600.00	600.00		10,000.00		10,000.00
	60.00	60.00		1,000.00		1,000.00
	182.09	182.09		1,000.00		1,000.00
	1,200.00	1,200.00		23,000.00		23,000.00
			386.67	5,000.00		5,386.67
			*2,436.84	14,927.80		12,490.96
$	$ 6,044.09	$ 6,044.09	$ *990.17	$ 122,127.80	$	$ 121,137.63
$	$ 1,322.09	$ 1,322.09	$ *14.86	$ 25,000.00	$	$ 24,985.14
	1,348.15	1,348.15	627.34	25,000.00		25,627.24
$	$ 2,670.24	$ 2,670.24	$ 612.48	$ 50,000.00	$	$ 50,612.48
$ 90,758.07	$ 75,000.00	$ 165,758.07	$ 16,197.56	1,369,126.22		1,385,223.78
	2,651.20	2,651.20	2,267.00	56,900.00		59,167.00
5,000.00	514.70	5,514.70	1,956.78	16,200.00		18,156.78
500.00	308.00	808.00	1,917.29	17,000.00		18,917.29
			310.00			310.00
	1.50	1.50	198.50			198.50
$ 96,258.07	$ 78,475.40	$ 174,733.47	$ 22,847.13	1,459,126.22		1,481,973.35

ENDOWMENT AND SPECIAL FUNDS, CASH STATEMENT—
July 1, 1927 to June 30, 1928

Statement No. 15, Continued

Statement Number	Name of Fund	Cash Balance July 1, 1927	Credits: Invested Sum	Credits: Loans to the Funds	Credits: Principal Sum	Credits: Total
	Trust Funds Expendable:					
	Scholarships:					
49	Fowle, D. G.	$ 75.00	$	$	$	$ 75.00
50	Holt, L. S.	62.50			500.00	562.50
51	United Daughters of Confederacy				691.00	691.00
52	Vicks Chemical Co.				225.00	225.00
	Totals	$ 137.50			$ 1,416.00	$ 1,553.50
	Research Funds:					
53	Research in Pure Science	$ 4,799.64	$		$ 5,000.00	$ 9,799.64
	Bureau of Educational Research	*866.87				*866.87
54	Pub. Wel. Cooperative	1.95			180.00	181.95
55	General Education Board Training School	*116.58			15,168.44	15,051.86
56	Institute for Research in Social Science	10,660.59			62,794.79	73,455.38
	Totals	$ 14,478.73			$ 83,143.23	$ 97,621.96
	Building Funds:					
57	Graham Memorial	$ 5,856.97	$ 13,500.00		$ 6,696.96	$ 26,053.93
58	Kenan Mem. Stadium	50,146.59			154,190.76	204,337.35
	Telephone Installation	32,405.20			12,386.63	44,791.83
	Generator Unit Install.	36,959.75				36,959.75
	Totals	$125,368.51	$ 13,500.00		$173,274.35	$ 312,142.86
	Special Funds:					
59	Class of 1918	$ 325.00	$		$	$ 325.00
60	Davie Memorial	1,000.00			45.00	1,045.00
61	Edmonds Memorial	285.00			38.10	323.10
62	Alumni Loyalty	67.95	1,563.00		1,166.18	2,797.13
63	Campus Beautiful	502.52				502.52
64	Campus General	638.97				638.97
65	Battle Library	12.00				12.00
66	Retirement of Bonds	40,596.07	7,950.00		9,311.42	57,857.49
67	Jacocks Reporting	50.00				50.00
68	Carnegie Alumni Study	*211.72			10,000.00	9,788.28
69	North Carolina Book	350.00			500.00	850.00
70	McGehee Memorial				10,000.00	10,000.00
71	Andrews Band Music				250.00	250.00
	Sundry Clearance Funds:					
	Fire Replacement	$ 12,528.92	$ 3,000.00		$ 792.00	$ 16,320.92
	General	4,859.37			16,175.50	21,034.87
	Transcript Fees	247.10			183.10	430.20
	Prize Fund	10.00			206.25	216.25

ENDOWMENT AND SPECIAL FUNDS, CASH STATEMENT—
July 1, 1927 to June 30, 1928

Statement No. 15, Continued

Debits			Balances			
Invested Sum	Principal Sum	Total	Cash	Invested Sum	Liabilities	Principal Sum
$	$	$	$ 75.00	$	$	$ 75.00
	562.50	562.50				
	491.00	491.00	200.00			200.00
	150.00	150.00	75.00			75.00
$	$ 1,203.50	$ 1,203.50	$ 350.00	$	$	$ 350.00
$	$ 4,928.00	$ 4,928.00	$ 4,871.64	$	$	$ 4,871.64
	105.62	105.62	*972.49			*972.49
	181.95	181.95				
	14,999.76	14,999.76	521.10			52.10
	61,973.42	61,937.42	11,517.96			11,517.96
$	$ 82,152.75	$ 82,152.75	$ 15,469.21			$ 15,469.21
$	$ 19,472.30	$ 19,472.30	$ 6,581.63	$141,610.12	$	$ 148,191.75
	191,907.74	19,907.74	12,429.61			12,429.61
	42,676.29	42,636.29	2,155.54			2,155.54
	23,130.70	23,138.70	13,829.05			13,829.05
$	$ 277,147.03	$ 277,147.03	$ 34,995.83	$141,610.12	$	$ 176,605.95
$	$	$	$ 325.00	$	$	$ 325.00
1,000.00		1,000.00	45.00	1,000.00		1,045.00
			323.10	500.00		823.10
563.00	486.32	1,049.32	1,747.81	20,700.00		22,447.81
	50.00	50.00	452.52			452.52
			638.97			638.97
			12.00			12.00
52,263.00		52,263.00	5,594.49	44,313.00		49,907.49
			50.00			50.00
	7,549.99	7,549.99	2,238.29			2,238.29
	850.00	850.00				
	1,874.25	1,874.25	8,125.75			8,125.75
			250.00			250.00
13,200.00	20.49	13,220.49	3,100.43	10,200.00		13,300.43
	7,310.74	7,310.74	13,724.13		13,724.13	
			430.20			430.20
	160.00	160.00	56.25			56.25

ENDOWMENT AND SPECIAL FUNDS, CASH STATEMENT

July 1, 1927 to June 30, 1928

Statement No. 15, Continued

Name of Fund	Cash Balance July 1, 1927	Credits			
		Invested Sum	Loans to the Fund	Principal Sum	Total
Geology Summer School Field Trip	45.00			1,125.00	1,170.00
Property for Resale	8,063.75				8,063.75
Eng. Summer Camp	689.77				689.77
Adminstrative	*1,106.43			4,304.30	3,197.87
Commerce Book Fee				945.66	945.66
Travel Advance	365.10			16,161.20	16,526.30
Class Fees	601.82			5,153.25	5,755.07
Music Fees				2,832.88	2,832.88
Debating Council	296.35			1,215.00	1,511.35
Extension Dental				4,960.00	4,960.00
University Press	943.57			52,660.78	53,604.35
Escheats	15,640.10			1,516.01	17,156.11
Boundary Road Ext.	500.00				500.00
Totals	$ 87,300.21	$ 12,513.00		$139,541.63	$ 239,354.84
Grand Total	$269,340.91	$165,229.46	$ 27,226.00	$500,735.10	$ 962,531.47

ENDOWMENT AND SPECIAL FUNDS, CASH STATEMENT

July 1, 1927 to June 30, 1928

Statement No. 15, Continued

Debits			Balances			
Invested Sum	Principal Sum	Total	Cash	Invested Sum	Liabilities	Principal Sum
	1,126.00	1,126.00	44.00			44.00
6,000.00		6,000.00	2,063.75	6,000.00		8,063.75
	689.77	689.77				
	3,055.06	3,055.06	142.81			142.81
	472.32	472.32	473.34			473.34
	17,618.00	17,618.00	*1,091.70			*1,091.70
	5,258.47	5,258.47	496.60			496.60
	2,230.30	2,230.30	602.58			602.58
	808.91	808.91	702.44			702.44
	1,445.95	1,445.95	3,514.05			3,514.01
	53,024.64	53,024.64	579.71			579.77
	405.84	405.84	16,750.27			16,750.20
			500.00			500.05
$ 73,026.00	$ 104,437.05	$ 177,463.05	$ 61,891.79	$ 82,713.00	$ 13,724.13	130,880.66
$ 272,000.68	$ 553,888.10	$ 825,888.78	$ 136,642.69	2,034,128.83	$ 33,087.13	2,137,684.39

Statement No. 16

A. B. ANDREWS LOAN FUND

Donated by the heirs of Colonel A. B. Andrews for assistance to needy students. Loans to be granted at the discretion of the President.

Operation of Fund

Balance June 30, 1927		$ 2,800.50
Add: Income		
Gifts	$250.00	
Interest	132.65	382.65
Total Value June 30, 1928		$ 3,183.15

Represented By

Investment:	
Student Notes Receivable	$ 3,128.00
Cash Balance June 30, 1928	55.15
Total	$ 3,183.15

Statement No. 17

BLACKWOOD LOAN FUND

Donated by Miss Katherine B. Blackwood for the purpose of granting loans to needy students at the discretion of the President.

Operation of Fund

Balance June 30, 1927	$10,964.84
Add: Income	
Interest	362.20
Total Value June 30, 1928	$11,327.04

Represented By

Investments:	
Student Notes Receivable	$11,285.00
Cash Balance June 30, 1928	42.04
Total	$11,327.04

Statement No. 18

V. S. BRYANT LOAN FUND

Founded by the late V. S. Bryant. Only income to be used as loans to needy students upon approval of University Authorities.

Operation of Fund

Balance June 30, 1927		$ 9,074.60
Add: Income		
Interest		500.57
		$ 9,575.17
Deduct: Expenditures		
Geo. B. Bryant Award		452.79
Total Value June 30, 1928		$ 9,122.38

Represented By

Investments:		
Student Notes Receivable	$9,532.01	
Less: Security Reserve	146.00	$ 9,386.01
Cash Overdraft June 30, 1928		263.63
Total		$ 9,122.38

Statement No. 19

DEEMS LOAN FUND

Founded in 1879 by Rev. Chas. F. Deems and later added to by Mr. Wm. H. Vanderbilt. Loans to be granted to students with approved security.

Operation of Fund

Balance June 30, 1927		$57,279.79
Add: Income		
Interest on Student Notes		2,766.91
		$60,046.70
Deduct: Expenditures		
Interest on Loans	$ 577.37	
Student Notes Charged Off	150.00	727.37
Value June 30, 1928		$59,319.33

Represented By

Investments:		
Student Notes		$75,461.10
Returned Checks		37.82
Cash Balance June 30, 1928		2,183.41
Total		$77,682.33
Deduct: Liabilities		
Loan from Geo. Newby Toms Scholarship Fund	$ 5,000.00	
Loan from Kenan Professorship Fund	3,000.00	
Loan from Retirement of Bonds Fund	10,363.00	$18,363.00
Total		$59,319.33

Statement No. 20

HEWITT LOAN FUND

Founded in 1916 by the late Dr. Joseph Hewitt of the Class of 1899, to be used as loans to needy students.

Operation of Fund

Balance June 30, 1927		$29,290.42
Add: Income		
Interest		765.73
		$30,056.15
Deduct Expenditures:		
Interest Charges	$ 26.96	
Uncollected Notes Charged Off	50.00	76.96
Total Value June 30, 1928		$29,979.19

Represented By

Investments:		
Student Notes Receivable	$11,965.03	
Less Security Reserve	60.00	
	$11,905.03	
Add Returned Checks	6.50	$11,911.53
2 Shares—Raleigh Cotton Mills		200.00
7 Gold Mortgage Bonds—Liberty Storage Co.		3,500.00
University Service Plants Bonds		15,000.00
Cash Balance June 30, 1928		367.66
		$30,979.19
Less Liabilities:		
Due to McNair Lecture Fund		1,000.00
Total		$29,979.19

Statement No. 21

HOLT LOAN FUND

Donated by Lawrence S. Holt of Burlington, N. C. Loans to be granted to students with approved security at the rate of six per cent per annum. No student to be granted loans exceeding five hundred dollars. The income is to be awarded in four scholarships at one hundred and twenty-five dollars each.

Operation of Fund

Balance June 30, 1927	$ 9,704.89
Add: Income	
Interest	514.51
	$10,219.40
Deduct: Expenditures	
Transfer to Holt Scholarship Fund	500.00
Total Value June 30, 1928	$ 9,719.40

Represented By

Investments:	
Student Notes Receivable	$ 9,763.15
Returned Checks	51.50
	$ 9,814.65
Cash Overdraft June 30, 1928	95.25
Total	$ 9,719.40

Statement No. 22

HOGUE LOAN FUND

Founded by Rev. R. W. Hogue. Income to be used as loans to needy students.

Operation of Fund

Balance June 30, 1927	$ 6,212.86
Add: Income	
Interest	1,032.40
Total Value June 30, 1928	$ 7,245.26

Represented By

Investments:	
Student Notes Receivable	$ 2,918.63
House and Lot, Chapel Hill, N. C.	4,000.00
Cash Balance June 30, 1928	326.63
Total	$ 7,245.26

Statement No. 23

LEAR LOAN FUND

This fund created out of profits of electric wiring contracts carried out by Professor Lear and students. To be used as loans to needy students.

Operation of Fund

Balance June 30, 1927	$ 6,575.45
Add: Income	
Interest on Investments	339.60
Total Value June 30, 1928	$ 6,915.05

Represented By

Investments:	
Student Notes Receivable	$ 6,720.00
Cash Balance June 30, 1928	195.05
Total	$ 6,915.05

Statement No. 24

MARTIN LOAN FUND

Founded by Thomas D. Martin of Raleigh, N. C. Income available to students on approved notes.

Operation of Fund

Balance June 30, 1927		$19,779.78
Add: Income		
Interest		1,046.38
		$20,826.16
Deduct: Expenditures		
Interest Charges	$ .92	
Correction 1926-27 Interest	60.00	60.92
Total Value June 30, 1928		$20,765.24

Represented By

Investments:		
Student Notes Receivable	$14,460.45	
Less Security Reserve	24.00	
	$14,436.45	
Returned Checks	5.00	$14,441.45
3 University Service Plants Bonds		2,500.00
Note Secured by Deed of Trust		300.00
Note Secured by Deed of Trust		2,000.00
2 Gold Mortgage Bonds—Hanes Hosiery Mills		1,000.00
1 Gold Mortgage Bond—Winston-Salem Leaf Tob. Co.		500.00
3 Gold Mortgage Bonds—Arista Mills		1,500.00
		$22,241.45
Cash Overdraft June 30, 1928		1,476.21
Total		$20,765.24

Statement No. 25

MASONIC LOAN FUND

Donated by Grand Masonic Bodies of North Carolina to assist needy students. Loans to be granted at the discretion of the University.

Operation of Fund

Balance June 30, 1927		$ 1,673.83
Add: Income		
Interest		77.45
Total Value June 30, 1928		$ 1,751.28

Represented By

Investments:		
Student Notes Receivable	$1,681.00	
Less Security Reserve	16.00	$ 1,665.00
Cash Balance June 30, 1928		86.28
Total		$ 1,751.28

Statement No. 26

MASONIC THEATRE EDUCATION FUND

Donated by the Scottish Rite Masons of New Bern, N. C.

OPERATION OF FUND

Balance June 30, 1927	$
Add: Income	
Gifts	100.00
Total Value June 30, 1928	$ 100.00

REPRESENTED BY

Investments:	
Student Notes Receivable	$ 100.00
Total	$ 100.00

Statement No. 27

SEELY LOAN FUND

Founded by F. L. Seely in 1922. Loans to be granted to needy students at the discretion of the President.

OPERATION OF FUND

Balance June 30, 1927	$ 1,168.02
Add: Income	
Interest on Investments	59.77
Total Value June 30, 1928	$ 1,227.79

REPRESENTED BY

Investments:	
Student Notes Receivable	$ 1,182.50
Cash Balance June 30, 1928	45.29
Total	$ 1,227.79

Statement No. 28

MRS. AUGUSTUS H. JONES SCHOLARSHIP FUND

Founded by Mrs. Junius H. Parker, in memory of Mrs. Augustus H. Jones. The scholarship awarded out of income to students designated by the donor.

OPERATION OF FUND

Balance June 30, 1927	$ 1,970.00
Add: Income	
Interest	120.00
	$ 2,090.00
Deduct: Expenditures	
Scholarship Awards	90.00
Total Value June 30, 1928	$ 2,000.00

REPRESENTED BY

Investments:	
One University Service Plants Bond	$ 2,000.00
Total	$ 2,000.00

Statement No. 29

LEDOUX SCHOLARSHIP FUND

Founded in 1911 by the late Dr. Albert R. Ledoux. Scholarships to be awarded out of income only at the discretion of the Department of Chemistry.

Operation of Fund

Balance June 30, 1927	$ 5,000.00
Add: Income	
Interest	300.00
	$ 5,300.00
Deduct: Expenditures	
Scholarship Awards	300.00
Total Value June 30, 1928	$ 5,000.00

Represented By

Investments:	
Two Gold Mortgage Bonds—Hanes Hosiery Mills	$ 1,000.00
One University Service Plants Bond	4,000.00
Total	$ 5,000.00

Statement No. 30

B. F. MOORE SCHOLARSHIP FUND

Donated by Mr. B. F. Moore. Scholarships to be awarded from income at the discretion of the President.

Operation of Fund

Balance June 30, 1927	$ 6,200.00
Add: Income	
Interest	357.00
	$ 6,557.00
Deduct: Expenditures	
Scholarship Awards	327.00
Total Value June 30, 1928	$ 6,230.00

Represented By

Investments:	
One Gold Mortgage Bond—Arista Mills	$ 500.00
One Gold Mortgage Bond—Liberty Storage Co.	500.00
Three Gold Mortgage Bonds—Winston-Salem Leaf Tobacco Co.	2,500.00
One University Service Plants Bond	500.00
Note Secured by Deed of Trust	1,200.00
Cash Balance June 30, 1928	1,030.00
Total	$ 6,230.00

Statement No. 31

MURCHISON SCHOLARSHIP FUND

Donated by the family of the late Kenneth M. Murchison. Scholarships to be awarded out of income only, by the donors.

Operation of Fund

Balance June 30, 1927	$ 3,000.00
Add: Income	
Interest	180.00
	$ 3,180.00
Deduct: Expenditures	
Scholarship Awards	180.00
Total Value June 30, 1928	$ 3,000.00

Represented By

Investments:	
Three Gold Mortgage Bonds—Hanes Hosiery Mills	$ 1,500.00
One University Service Plants Bond	1,500.00
Total	$ 3,000.00

Statement No. 32

D. F. RAY SCHOLARSHIP FUND

Founded by Mr. and Mrs. D. F. Ray, of Fayetteville, N. C., in memory of their son, the late Captain Donald Ray. Income to be awarded as scholarships.

Operation of Fund

Balance June 30, 1927	$ 1,015.00
Add: Income	
Interest on Investments	60.00
	$ 1,075.00
Deduct: Expenditures	
Scholarship Awards	45.00
Total Value June 30, 1928	$ 1,030.00

Represented By

Investments:	
Two Gold Mortgage Bonds—Liberty Storage Co.	$ 1,000.00
Cash Balance June 30, 1928	30.00
Total	$ 1,030.00

Statement No. 33

F. J. SMITH SCHOLARSHIP FUND

Founded by Francis James Smith. Tuition Scholarships to be awarded from income only, at the discretion of the President.

Operation of Fund

Balance June 30, 1927	$14,000.00
Add: Income	
Interest	840.00
	$14,840.00
Deduct: Expenditures	
Scholarship Awards	840.00
Total Value June 30, 1928	$14,000.00

Represented By

Investments:	
University Service Plants Bonds	$14,000.00
Total	$14,000.00

Statement No. 34

MARY AND ANN SMITH SCHOLARSHIP FUND

Founded by Mary and Ann Smith. Tuition Scholarships to be awarded at the discretion of the President.

Operation of Fund

Balance June 30, 1927	$37,000.00
Add: Income	
Interest	2,220.00
	$39,220.00
Deduct: Expenditures	
Scholarship Awards	2,220.00
Total Value June 30, 1928	$37,000.00

Represented By

Investments:	
Two University Service Plants Bonds	$37,000.00
Total	$37,000.00

Statement No. 35

MARY SPEIGHT SCHOLARSHIP FUND

Donated by Mrs. Mary T. Speight. Income to be awarded only as tuition scholarship, which is at the discretion of the President.

Operation of Fund

Balance June 30, 1927	$10,000.00
Add: Income	
Interest	600.00
	$10,600.00
Deduct: Expenditures	
Scholarship Awards	600.00
Total Value June 30, 1928	$10,000.00

Represented By

Investments:	
University Service Plants Bonds	$10,000.00
Total	$10,000.00

Statement No. 36

WEIL MEMORIAL SCHOLARSHIP FUND

Founded in 1915 as a memorial to the late Solomon Weil. Scholarships are to be awarded from income at the discretion of the President.

Operation of Fund

Cash Balance June 30, 1927	$ 1,000.00
Add: Income	
Interest	60.00
	$ 1,060.00
Deduct: Expenditures	
Scholarship Awards	60.00
Total Value June 30, 1928	$ 1,000.00

Represented By

Investments:	
University Service Plants Bonds	$ 1,000.00
Total	$ 1,000.00

Statement No. 37

M. W. BUCHAN SCHOLARSHIP FUND

Founded by H. H. Buchan in memory of his wife, Mildred William Buchan. Income to be awarded as Scholarships.

Operation of Fund

Balance June 30, 1927		$ 1,000.00
Add: Income		
Interest		180.00
Sales		2.09
		$ 1,182.09
Deduct: Expenditures		
Scholarship Awards	$ 62.09	
Printing	120.00	182.09
Total Value June 30, 1928		$ 1,000.00

Represented By

Investments:	
One Gold Mortgage Bond—Winston-Salem Leaf Tob. Co.	$ 500.00
University Service Plants Bonds	500.00
Total	$ 1,000.00

Statement No. 38

CHAIR OF HISTORY SCHOLARSHIP FUND

Donated by the late Julian S. Carr. Income to be awarded only as tuition Scholarships at the discretion of the President.

Operation of Fund

Balance June 30, 1927	$23,000.00
Add: Income	
Interest	1,200.00
	$24,200.00
Deduct: Expenditures	
Scholarship Awards	1,200.00
Total Value June 30, 1928	$23,000.00

Represented By

Investments:	
University Service Plants Bonds	$18,000.00
Note—Secured by Deed of Trust	3,000.00
Note—Secured by Deed of Trust	2,000.00
Total	$23,000.00

Statement No. 39

G. N. TOMS SCHOLARSHIP FUND

Established 1926 by Mr. C. W. Toms, in memory of his son, George Newby Toms. The income from a fund of $5,000 is granted by the University as scholarships to worthy students, preference being given to students from Durham and Perquimans counties in North Carolina.

OPERATION OF FUND

Balance June 30, 1927	$ 5,086.67
Add: Income	
Interest	300.00
	$ 5,386.67
Deduct: Expenditures	
Total Value June 30, 1928	$ 5,386.67

REPRESENTED BY

Investments:	
Loan to Deems Loan Fund	$ 5,000.00
Cash Balance June 30, 1928	386.67
Total	$ 5,386.67

Statement No. 40

MASON (FARM) SCHOLARSHIP FUND

Farm of 800 acres deeded in trust to the University, also $1,000.00 in cash. Income to be used in helping needy students, disposition left at the hands of the President and usually assigned as scholarships.

OPERATION OF FUND

Balance June 30, 1927	$14,927.80
Add: Income	
Farm Sales	260.00
	$15,187.80
Deduct: Expenditures	
Adjustment Value of Real Estate	2,696.84
Total Value June 30, 1928	$12,490.96

REPRESENTED BY

Investments:	
One University Service Plants Bond	$ 1,000.00
One 800 Acre Farm	13,927.80
	$14,927.80
Cash Overdraft June 30, 1928	2,436.84
Total	$12,490.96

Statement No. 41

GRAHAM KENAN FELLOWSHIP FUND

Founded by Mrs. Graham Kenan, of Wilmington, N. C. Income to be awarded as fellowship in Philosophy.

Operation of Fund

Balance June 30, 1927	$24,807.23
Add: Income	
Interest	1,500.00
	$26,307.23
Deduct: Expenditures	
Fellowships Awarded	1,322.09
Total Value June 30, 1928	$24,985.14

Represented By

Investments:	
University Service Plants Bonds	$25,000.00
Cash Overdraft June 30, 1928	14.86
Total	$24,985.14

Statement No. 42

SMITH GRADUATE RESEARCH FUND

Part of the original Robert K. Smith bequest, requesting that scholarships be awarded out of income.

Operation of Fund

Balance June 30, 1927		$25,475.49
Add: Income		
Interest		1,500.00
		$26,975.49
Deduct: Expenditures		
Awards to Students	$100.00	
Wages	27.60	
Books	232.87	
Travel	768.00	
Grants for Research	96.53	
Photostats	100.48	
Duplicating	22.67	1,348.15
Total Value June 30, 1928		$25,627.34

Represented By

Investments:	
University Service Plants Bonds	$25,000.00
Cash Balance June 30, 1928	627.34
Total	$25,627.34

Statement No. 43

KENAN PROFESSORSHIP ENDOWMENT FUND

Bequest of Mrs. R. W. Bingham for the purpose of endowing professorships "in the interest of education of the youth of North Carolina" and in memory of her father, William R. Kenan, and her uncles, Thomas S. Kenan and James Graham Kenan.

Operation of Fund

Balance June 30, 1927	$1,379,301.02
Add: Income	
Interest	80,922.76
	$1,460,223.78
Deduct: Expenditures	
Salaries to University Kenan Professors	75,000.00
Total Value June 30, 1928	$1,385,223.78

Represented By

Investments:	
Secured Notes	$ 18,874.35
Loan to Deems Fund	3,000.00
Note Secured by Deed of Trust	2,900.00
Note Secured by Deed of Trust	4,500.00
Note Secured by Deed of Trust	8,000.00
Note Secured by Deed of Trust	4,350.00
Note Secured by Deed of Trust	8,550.00
Note Secured by Deed of Trust	4,100.00
Note Secured by Deed of Trust	3,000.00
Note Secured by Deed of Trust	3,550.00
Note Secured by Deed of Trust	5,000.00
Note Secured by Deed of Trust	2,000.00
Note Secured by Deed of Trust	4,500.00
Note Secured by Deed of Trust	10,701.87
Note Secured by Deed of Trust	7,000.00
Note Secured by Deed of Trust	4,000.00
Univ. Service Plants Notes	25,000.00
Due from Kenan Trustees (estimated)	1,250,000.00
Cash Balance June 30, 1928	16,197.56
Total	$1,385,223.78

Statement No. 44

LIBRARY ENDOWMENT FUND

Fund originated and is composed of sundry donations as trust funds and includes the original Alexander Memorial fund. Income to be used in the upkeep of the library, purchase of books, etc.

Operation of Fund

Balance June 30, 1927	$59,092.00
Add: Income	
Interest	2,726.20
	$61,818.20
Deduct: Expenditures	
Transfer to University	2,651.20
Total Value June 30, 1928	$59,167.00

Represented By

Investments:	
60 Shares Neuse Mfg. Co.—Common Stock	$ 6,000.00
20 Shares Neuse Mfg. Co.—Preferred Stock	2,000.00
50 Shares Holt Granite Mills—Preferred Stock	5,000.00
7 Shares Raleigh Cotton Mills Stock	700.00
50 Shares American Tob. Co.—Preferred Stock	5,000.00
46¼ Shares Towne Security Co.—Preferred Stock	2,500.00
6 Gold Mortgage Bonds—Liberty Storage Co.	4,400.00
13 Gold Mortgage Bonds—Winston-Salem Leaf Tob. Co.	8,800.00
3 University Service Plants Bonds	22,500.00
Cash Balance June 30, 1928	2,267.00
Total	$59,167.00

Statement No. 45

McNAIR LECTURE ENDOWMENT FUND

Donated by John Calvin McNair, by will, giving his estate for the foundation of a fund to endow a series of lectures to be given each year having for its subject, "The Reconciliation of Science and Religion."

Operation of Fund

Balance June 30, 1927		$18,054.31
Add: Income		
Interest		617.17
		$18,671.48
Deduct: Expenditures		
Lecturer	$500.00	
Advertising	3.50	
Travel	11.20	514.70
Total Value June 30, 1928		$18,156.78

Represented By

Investments:	
60 Shares Neuse Mfg. Co.—Common Stock	$ 6,000.00
20 Shares Neuse Mfg. Co.—Preferred Stock	2,000.00
Two University Service Plants Bonds	6,000.00
Note Secured by Deed of Trust	200.00
Note Secured by Deed of Trust	2,000.00
Cash Balance June 30, 1928	1,956.78
Total	$18,156.78

Statement No. 46

WEIL LECTURE ENDOWMENT FUND

Founded by Solomon Weil in 1916 to provide for a series of lectures on American Citizenship.

OPERATION OF FUND

Balance June 30, 1927		$18,208.79
Add: Income		
Interest		1,016.50
		$19,225.29
Deduct: Expenditures		
Lecturer	$300.00	
Advertising	8.00	308.00
Total Value June 30, 1928		$18,917.29

REPRESENTED BY

Investments:	
Three Gold Mortgage Bonds—Hanes Hosiery Mills	$ 2,500.00
Three Gold Mortgage Bonds—Winston-Salem Leaf Tob. Co.	1,500.00
Two Gold Mortgage Bonds—Liberty Storage Co.	2,000.00
Two University Service Plants Bonds	6,000.00
Note—Secured by Deed of Trust	1,500.00
Note—Secured by Deed of Trust	500.00
Note—Secured by Deed of Trust	2,500.00
Note—Secured by Deed of Trust	500.00
Cash Balance June 30, 1928	1,917.29
Total	$18,917.29

Statement No. 47

BASKERVILLE MEMORIAL ENDOWMENT FUND

Donations by friends and students of Dr. Chas. Baskerville. Fund to be invested and income used to purchase books in chemistry to be set up in an alcove in the Library as Baskerville Memorial Collection.

OPERATION OF FUND

Balance June 30, 1927	
Add: Income	
Cash Gift	$ 310.00
Total Value June 30, 1928	$ 310.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 310.00

Statement No. 48

ALGERNON SYDNEY SULLIVAN ENDOWMENT FUND

Established by the New York Southern Society to defray expenses in connection with the Algernon Sydney Sullivan Memorial awards.

OPERATION OF FUND

Balance June 30, 1927	
Add: Income	
Cash Gift	$ 200.00
Deduct: Expenditures	
Awards to Students	1.50
Total Value June 30, 1928	$ 198.50

REPRESENTED BY

Cash Balance June 30, 1928	$ 198.50

Statement No. 49

D. G. FOWLE SCHOLARSHIP FUND

A scholarship established in 1927 by Mrs. Haywood Stearnes and Mrs. Walter Stearnes, of Schnectady, N. Y., in honor of her father, the late Daniel G. Fowle. The scholarship is assigned by Mrs. Stearnes each year. This is not an endowment scholarship but it is paid for by a cash donation each year.

OPERATION OF FUND

Balance June 30, 1927	$ 75.00
Total Value June 30, 1928	$ 75.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 75.00

Statement No. 50

L. S. HOLT SCHOLARSHIP FUND

Four scholarships, valued at one hundred and twenty-five dollars each, are maintained by the income from the Holt Loan Fund, established in 1920 by Mr. Lawrence S. Holt, Jr. They are awarded by the Committee on the Holt Fund, to a member of each of the four classes in the Academic Department. Applications are considered after the opening of the University in the fall.

OPERATION OF FUND

Balance June 30, 1927	$ 62.50
Add: Income	
Interest on Student Loan from Loan Fund	500.00
	$ 562.50
Deduct: Expenditures	
Scholarship Awards	562.00

Statement No. 51

UNITED DAUGHTERS OF CONFEDERACY SCHOLARSHIP FUND

A yearly donation to pay the tuition of some needy student, the person to be designated by the donors.

OPERATION OF FUND

Cash Balance June 30, 1927	
Add: Income	
Donations	$ 691.00
Deduct: Expenditures	
Scholarship Awards	491.00
Total Value June 30, 1928	$ 200.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 200.00

Statement No. 52

VICKS CHEMICAL CO. SCHOLARSHIP FUND

A yearly donation by the Vicks Chemical Co., to be awarded to pharmacy students at the discretion of the Dean of the School of Pharmacy.

OPERATION OF FUND

Balance June 30, 1927	
Add: Income	
Cash Donation	$ 225.00
Deduct: Expenditures	
Scholarship Awards	150.00
Total Value June 30, 1928	$ 75.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 75.00

Statement No. 53

RESEARCH IN PURE SCIENCE FUND

Donated by the General Education Board for the promotion of scientific research in the University.

OPERATION OF FUND

Balance June 30, 1927	$ 4,799.64
Add: Income	
Gift from General Education Board	$ 5,000.00
	$ 9,799.64
Deduct: Expenditures	
Awards on Research Projects	4,928.00
Total Value June 30, 1928	$ 4,871.64

REPRESENTED BY

Cash Balance June 30, 1928	$ 4,871.64

Statement No. 54

SCHOOL OF PUBLIC WELFARE CO-OPERATIVE FUND

Operation of Fund

Balance June 30, 1927		$ 1.95
Add: Income		
Sale of Automobiles		180.00
		$ 181.95
Deduct: Expenditures		
Salaries	$ 35.82	
Supplies and Materials	146.13	181.95
Fund closed.		

Statement No. 55

GENERAL EDUCATION BOARD TRAINING SCHOOL FUND

Four year appropriation by the General Education Board to assist in developing practice teaching facilities in connection with the School of Education.

Operation of Fund

Overdraft of June 30, 1927	$ 116.58
Add: Income	
Appropriation Receipts	15,168.44
	$15,051.86
Deduct: Expenditures	
Salaries	14,999.76
Total Value June 30, 1928	$ 52.10

Represented By

Cash Balance June 30, 1928	$ 52.10

Statement No. 56

INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE FUND

Five year appropriation by the Laura Spelman Rockefeller Memorial for the program of development in the field of Social Science.

Operation of Fund

Balance June 30, 1927		$10,660.59
Add: Income		
Laura Spelman Rockefeller Foundation	$46,946.08	
University of N. C. Press	3,057.72	
Social Science Research Council	12,726.74	
Miscellaneous Receipts	64.25	62,794.79
		$73,455.38
Deduct: Expenditures		
Salaries and Wages	$44,220.90	
Supplies and Materials	1,926.41	
Communication	483.15	
Travel	5,995.07	
Printing and Binding	2,660.93	
Repairs	183.67	
Public Occasions	853.67	
Books	2,165.64	
Motor Vehicles Purchases	918.00	
Insurance	54.56	
Office Equipment	1,017.46	
Miscellaneous	469.10	
Refunds	988.86	61,937.42
Total Value June 30, 1928		$11,517.96

Represented By

Cash Balance June 30, 1928	$11,517.96

Statement No. 57

GRAHAM MEMORIAL BUILDING FUND

To erect a memorial building to Edward Kidder Graham.

OPERATION OF FUND

Balance June 30, 1927		$163,953.16
Add: Income		
Interest		1,947.60
		$165,900.76
Deduct: Expenditures		
Salaries	$ 1,523.18	
Postage	114.15	
Travel	1.00	
Office Supplies	10.35	
Advertising and Printing	52.67	
Bad Checks	20.00	
Freight and Express	16.43	
Construction Costs	15,971.23	17,709.01
Total Value June 30, 1928		$148,191.75

REPRESENTED BY

Investments:	
Chapel Hill Ins. & Realty Co.—Mortgage	$ 5,000.00
Subscriptions Receivable	136,545.12
Accounts Receivable, Non-Secured	65.00
Cash Balance June 30, 1928	6,581.63
Total	$148,191.75

Statement No. 58

KENAN MEMORIAL STADIUM BUILDING FUND

A gift of $303,000 by William Rand Kenan, Jr., of the Class of 1894, for the erection of a memorial to his mother and father.

OPERATION OF FUND

Balance June 30, 1927	$ 50,146.59
Add: Income	
Cash on Gift	154,190.76
	$204,337.35
Deduct: Expenditures	
Construction Costs	191,907.74
Total Value June 30, 1928	$ 12,429.61

REPRESENTED BY

Reserve for Contractors—Cash Balance June 30, 1928	$12,429.61

Statement No. 59

CLASS OF 1918 FUND

Donated by the Class of 1918. The purpose of this Fund to be designated when the subscriptions have been collected.

OPERATION OF FUND

Balance June 30, 1927	$ 325.00
Total Value June 30, 1928	$ 325.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 325.00

Statement No. 60

DAVIE MEMORIAL FUND

Donated by Gov. Wm. Richardson Davie for the purpose of making awards in sportsmanship and service to the University.

OPERATION OF FUND

Balance June 30, 1927	$ 1,000.00
Add: Income	
Interest	45.00
	$ 1,045.00
Deduct: Expenditures	
Total Value June 30, 1928	$ 1,045.00

REPRESENTED BY

Investments:	
One Gold Mortgage Bond—Arista Mills	$ 500.00
One Gold Mortgage Bond—Hanes Hosiery Mills	500.00
Cash Balance June 30, 1928	45.00
Total	$ 1,045.00

Statement No. 61

EDMONDS MEMORIAL FUND

Founded by the Class of 1915 as a memorial to their fellow student, the late W. H. Edmonds. To be used for the help of needy students.

OPERATION OF FUND

Balance June 30, 1927	$ 785.00
Add: Income	
Interest	38.10
	$ 823.10
Total Value June 30, 1928	$ 823.10

REPRESENTED BY

Investments:	
One Gold Mortgage Bond—Arista Mills	$ 500.00
Cash Balance June 30, 1928	323.10
Total	$ 823.10

Statement No. 62

ALUMNI LOYALTY FUND

Fund was originated in 1915 by donations from the alumni to provide funds to assist in permanent improvements in connection with the University.

Operation of Fund

Balance June 30, 1927		$21,767.95
Add: Income		
Interest		1,166.18
		$22,934.13
Deduct: Expenditures		
Travel	$ 2.00	
Salaries	68.32	
Supplies	416.00	486.32
Total Value June 30, 1928		$22,447.81

Represented By

Investments:	
Two Gold Mortgage Bonds—Arista Mills	$ 1,000.00
One Gold Mortgage Bond—Hanes Hosiery Mills	500.00
Three Gold Mortgage Bonds—Liberty Storage Co.	2,500.00
One Gold Mortgage Bond—Winston-Salem Leaf Tob. Co.	1,000.00
Three University Service Plants Bonds	8,700.00
Note—Secured by Deed of Trust	3,000.00
Note—Secured by Deed of Trust	4,000.00
Cash Balance June 30, 1928	1,747.81
Total	$22,447.81

Statement No. 63

CAMPUS BEAUTIFUL FUND

Donated for the purpose of beautifying the campus.

Operation of Fund

Balance June 30, 1927	$ 502.52
Deduct: Expenditures	
Wages	50.00
Total Value June 30, 1928	$ 452.52

Represented By

Cash Balance June 30, 1928	$ 452.552

Statement No. 64

CAMPUS GENERAL FUND

Donated for the purpose of beautifying the campus.

Operation of Fund

Balance June 30, 1927	$ 638.97
Total Value June 30, 1928	$ 638.97

Represented By

Cash Balance June 30, 1928	$ 638.97

Statement No. 65

BATTLE LIBRARY FUND

Donation toward the upkeep of Battle Library.

OPERATION OF FUND

Balance June 30, 1927	$ 12.00
Total Value June 30, 1928	$ 12.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 12.00

Statement No. 66

RETIREMENT OF BONDS FUND

Sinking Fund to retire University Service Plants Bonds at maturity.

OPERATION OF FUND

Balance June 30, 1927	$40,596.07
Add: Income	
Interest	9,311.42
	$49,907.49
Total Value June 30, 1928	$49,907.49

REPRESENTED BY

Investments:	
Notes Secured by Deed of Trust	$ 4,000.00
Notes Secured by Deed of Trust	1,000.00
Notes Secured by Deed of Trust	4,000.00
Notes Secured by Deed of Trust	3,500.00
Notes Secured by Deed of Trust	1,500.00
Notes Secured by Deed of Trust	2,000.00
Notes Secured by Deed of Trust	3,450.00
Notes Secured by Deed of Trust	2,500.00
Notes Secured by Deed of Trust	2,100.00
Notes Secured by Deed of Trust	1,500.00
Notes Secured by Deed of Trust	4,400.00
Notes Secured by Deed of Trust	1,000.00
Notes Secured by Deed of Trust	2,000.00
Students Loan Funds	11,363.00
Cash Balance June 30, 1928	5,594.49
Total	$49,907.49

Statement No. 67

JACOCKS REPORTING FUND

Donations by the relatives of Judge Francis D. Winston for the purpose of recording his speeches and utterances while at the University.

OPERATION OF FUND

Balance June 30, 1927	$ 50.00
Total Value June 30, 1928	$ 50.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 50.00

Statement No. 68

CARNEGIE ALUMNI STUDY FUND

Appropriation by the Carnegie Corporation for a study of the continuation of intellectual relations between colleges and alumni.

OPERATION OF FUND

Overdraft June 30, 1927	$ 211.72
Add: Income	
Appropriation	10,000.00
	$ 9,788.28
Deduct: Expenditures	
Salaries	$ 4,583.30
Clerical Wages	328.25
Supplies	160.01
Express	13.83
Postage, Telephone and Telegraph	56.24
Hotel and Meals	532.94
Railroad and other Fares	801.45
Registration Fee—Columbia University	62.59
Miscellaneous	150.00
Printing	255.33
Office Equipment	606.05
	$ 7,549.99
	$ 2,238.29

REPRESENTED BY

Cash Balance June 30, 1928	$ 2,238.29

Statement No. 69

NORTH CAROLINA BOOK FUND

OPERATION OF FUND

Balance June 30, 1927	$ 350.00
Add: Income	
Institute for Research in Social Sciences	500.00
	$ 850.00
Deduct: Expenditures	
Books	850.00
Total Value June 30, 1928	$ .00

Statement No. 70

McGEHEE MEMORIAL FUND

Donation from "a friend of Lucius McGehee" to be used in helping to equip the library of the Law School of the University.

OPERATION OF FUND

Balance June 30, 1927		$
Add: Income		
Cash Gift		10,000.00
Deduct: Expenditures		
Books	$1,867.03	
Supplies and Materials	5.00	
Communication	2.22	1,874.25
Total Value June 30, 1928		$ 8,125.75

REPRESENTED BY

Cash Balance June 30, 1928	$ 8,125.75

Statement No. 71

ANDREWS' BAND MUSIC FUND

Gift by Mr. A. B. Andrews, Jr.

Balance June 30, 1928	$
Add: Income	
Gift	250.00
	$ 250.00
Total Value June 30, 1928	$ 250.00

REPRESENTED BY

Cash Balance June 30, 1928	$ 250.00

REPORT OF THE DIRECTOR OF THE GYMNASIUM

To the President of the University:

I have the honor to submit as Director of the Gymnasium, the following report:

Two days previous to and during the registration period of the present term, the director, with ten assistants, made a physical examination of seven hundred and nineteen new students entering the University for the first time. This number included all special and new upperclassmen with the freshmen. In table No. 1 is given the average development of the first fifty representing the freshman class.

TABLE No. 1

	Average	*Standard*		*Average*	*Standard*
Age	18.1	18.1	Waist	29	30
Weight	134	147	Hips	35	36.4
Height	67.8	67.8	Thigh	19.1	20.5
Neck	13.4	14.5	Calf	12.8	13.5
Chest	33.3	34.4	Biceps	11	12
Chest	35.3	36.1	Lung capacity in C. M.		241—260

The physical defects noted when making the physical examination are tabulated in the following table.

TABLE No. 2

	Per Cent		*No.*
Eyes	18	Fractures	7
Ears	5	Hernia	9
Chest	20	Varicocele (enlarged veins)	26
Heart	4	Appendectomy (appx. removd)	41
Kyphosis (round shoulders)	42	Infantile paralysis	7
Lordosis (sway-back)	6	Spinal injury	6
		Knee injury	11
		Toes (amputated)	3
		Flat feet	26

The number of freshmen excused from the required gymnasium work are as follows:

Excused for freshman football	120	Excused for tennis	8
Excused for track (cross country)	32	Excused for work (self help)	44
Excused for boxing	30	Assigned to gym class	450
Excused for wrestling	30		

At the entrance of the United States into the World War the people were shocked at the revelation of the physical defects among those of military age. There was an immediate reaction to remedy a condition for which there seemed to be little excuse. These defects are usually developed during school life and corrective exercises or measures are most easily and successfully applied during this period. Hence, the prevention and correction of physical defects have become a recognized function and an accepted responsibility of the schools and colleges. Where the responsibility has been assumed there has been established an efficient department of physical education.

The University is among the very few in the South, if not the only one of the larger institutions, which have failed to meet the obligation. At Carolina the intercollegiate contests have absorbed the interest of those who have undertaken athletic training or leadership. There is not, nor should there be, any criticism of intercollegiate athletics so long as they do not completely upset the balance in a properly coördinated organization. As a matter of fact, athletics do not concern more than fifteen or twenty per cent of the student population, leaving the eighty per cent without adequate direction, supervision, or provision for their development, with the exception of the freshmen. Thus it is under the present conditions that those who are "fit" get the full benefit of the existing organization and those who are "unfit" are excluded by reason of their unfitness, and no adequate provisions are made for them.

The University needs to set up a model department of physical education, the activities of which should be concerned with: first, measures for the correction of physical defects; second, exercises for the upbuilding of health and true sportmanship; and third, courses for the training of physical directors for service in public schools, Y. M. C. A.'s and Y. W. C. A.'s, municipal playgrounds, etc.

The center of such an organization must be the gymnasium—one large enough to provide directed exercises for the freshman and sophomore classes, equipped with the appliances necessary in corrective exercises of a widely varying character, a swimming pool, an indoor track, and equipment for boxing, fencing, wrestling, and all indoor games. Success in football, baseball, track and basketball brings to the University favorable publicity and perhaps loud demonstrations, but to send the eighty per cent of our boys back home with their physical defects corrected and their physical development rounded out would be to accomplish a real triumph.

Mr. President, if the items tabulated in Tables 1 and 2 are correctly interpreted, they should convey to all who study and analyze them the necessity for a physical education building properly equipped to give the corrective exercises that the large majority of our students so badly need. Let us consider the most common defect among our students, "round shoulders." This may be very pronounced or very slight in the forward bending of the body. However, all degrees are easily remedied by proper corrective exercises. In the present class of seven hundred and nineteen, 42 per cent show this common defect. What hearty appreciation, then, we would get from the parents of these boys if we sent them back home with this one, simple correction of posture. To

consider further, what other benefits would the student obtain along with the postural change? The muscles would be developed and there could be greater freedom and action of the heart and lungs by removing the pressure upon these organs and increasing expansion, thereby aiding the circulatory system and correcting to a degree the normal spinal curves.

There is another very common defect, constipation, which can be absolutely cured with daily abdominal exercises. These conditions are a menace to health and often lead to more serious condition, intestinal toxaemia. These are amenable to exercise.

Another important item in which the class falls below par is the average weight. No one can deny that "function makes structure." The body weight is a true index of the physical condition. Nine weeks after the gymnasium classes started last year the average weight of a large number of the men in one section was taken and there was an increase of eleven pounds per man. Intelligent, systematic exercise had proved its value.

Chest defects are many, and vary more than in any other part of the body. The shape of the chest bears a direct relation to the vital organs contained within it. The small, narrow, flat chest limits the degree of expansion of the lungs and causes more or less pressure upon the heart. Corrective exercises are of value in these cases in order to increase the lung capacity and permit more freedom in breathing and growth of the chest walls.

Mr. President, with twenty-five years' experience as a physical director and with a knowledge of anatomy, I am convinced that with the proper equipment and time to devote to the supervision of corrective work the University of North Carolina could take its place along with the leaders in physical educational work. But I am also convinced that no one can possibly accomplish the partial or complete correction of any defect without equipment and sufficient time for the correction. Two periods a week will not, in my opinion, be adequate; perfection will not follow a program of two days a week in any physical exercise. I believe a daily working program for the freshmen would be much wiser and by far more beneficial than extending the work into the sophomore year and giving exercises two or three times a week.

Respectfully submitted,

R. B. LAWSON, *Director.*

REPORT OF THE UNIVERSITY PHYSICIAN

To the President of the University:

I beg to submit the following report for the year, 1927-1928. A separate report covering the Summer School has been made to the director of the Summer School.

1,544 students reported to the Infirmary. Of this number 686 spent a total of 2,123 days in the Infirmary as house cases. The more important cases have been classified as follows:

Burns: eyes, 3; face, 3; hand, 4.

Dislocations: shoulder, 1; wrist, 1.

Diseases: appendicitis, 38; arthritis, 5; asthma, 11; bronchitis, 6; cystitis, 5; colds, 517; cardiac, 12; chickenpox, 2; diarrhea, 27; drug addict, 1; epilepsy, 3; fistula, 2; hernia, 2; hay fever, 2; hiccoughs, 6; hemorrhoids, 11; influenza, 157 (mostly of a mild type); insanity, 1; jaundice, 2; kidney colic, 7; malaria, 5; mumps, 95; measles, 23; neuralgia, 1; orchitis (complicating mumps), 19; pleurisy, 3; pyelitis, 7; paralysis, 1; purpura, 2; pharyngitis, 2; pneumonia, 5; ptomaine, 2; quinsy, 3; rheumatism (muscular), 4; scarlet fever, 5; sciatica, 2; shingles, 3; skin diseases, 112; tonsilitis, 94; tuberculosis, 1; varicose veins, 5; venereal, 6; wry neck, 1; other diseases, 279.

Fractures: arm, 1; clavicle, 2; foot, 1; face, 1; hand, 5; leg, 1; nose, 4; ribs, 2; wrist, 1.

Injuries: ankle, 47; back, 8; chest, 2; elbow, 8; eye, 25; ear, 5; face, 2; foot, 45; hand, 60; head, 23; hip, 7; knee, 26; leg, 24; lips, 5; nose, 5; neck, 3; shoulder, 10; side, 1; wrist, 12.

Infections: antrum, 6; arm, 2; ear, 16; eye, 35; foot, 24; glands, 10; hand, 12; lips, 12; leg, 4; mouth, 6; neck, 8; nose, 6; navel, 1; otitious media, 5; sinus, 8; from wire in intestine, 1.

Operations: appendicitis, 29; antrum, 4; ear, 6; sinus, 5; tonsils, 12; teeth, 12.

Twenty-three students, unable to continue their work, were sent home during the year; 72 were sent to neighboring hospitals for treatment and operations; one attempted suicide; and one was bitten by a dog.

There were four deaths. Eric A. Abernethy, Jr., died March 24, 1928, in an automobile accident. J. C. McBrayer, Jr., died in a neighboring hospital, March 15, 1928, following an operation for appendicitis. W. E. R. Hunger died December 20, 1927,from purpura. S. D. Thorpe died in a neighboring hospital, following the removal of a piece of wire from his abdomen, March 21, 1928.

There have been no epidemics. The large number of cases of mumps were scattered throughout the year.

Inclosing my report I wish to acknowledge the very valuable assistance of Miss Edna Womack and Miss Annabelle Miller, whose untiring devotion to duty has been a large factor in the satisfactory results obtained during the year.

Respectfully submitted,

Eric A. Abernethy, *Physician.*

THE UNIVERSITY OF NORTH CAROLINA PRESS

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to present the report of the University of North Carolina Press from November 1, 1927, to October 31, 1928.

Recognition of the Press

During the six years of its existence the Press has published in all fifty-three books. Practically all of these books have been reviewed in such important media as *The New York Times Book Review, The Herald Tribune Books, The Saturday Review of Literature, The Nation, The New Republic, The Survey Graphic,* and other reviewing media of similar importance all over the world. Four books published by the Press—Giddings *The Scientific Study of Human Society,* Pound *Law and Morals,* Puckett *Folk Beliefs of the Southern Negro,* and Jones *America and French Culture*—have been selected by the American Library Association in their respective years of publication as books belonging among the forty most important published in the United States. When it is considered that something over 8,000 books are published annually in this country, it is clearly seen that this organization has been exceedingly fortunate in the selection of its titles to have four out of fifty-three selected as among the most important published in this country. The evidences of approval which have been received from numerous sources are considered as fairly valid indication of the soundness of the work of the Press.

Encouragement of Intellectual Interests

Prior to the establishment of this organization in June, 1922, there was no active university press in the South. There is at present no active commercial secular publisher in this area, but the stirrings of intellectual interest appear unmistakable. The founding of *The Virginia Quarterly Review,* the founding and continuation of a number of good critical literary pages in daily newspapers, the establishment of the Duke University Press, all point to a more general awakening of interest in reading and the possibilities of later development in this area. It would be impossible to demonstrate that such activities as these are results of the influence of this organization, but it would seem that its influence has been decidedly to stimulate and increase intellectual activity in this area. Besides the general stimulative effect which the Press is having on other institutions in this and other states and the effect on the small reading public which it has reached, there is the definite and very important stimulation which has been evidenced in the faculty of the University. The Institute for Research in Social Science has gathered about it a group of

students who are studying and producing valuable works on this particular region. Various departments in the faculty are coöperating in developing this regional interest as well as in the development of their particular fields. The production of individual works and the joining in coöperative study and experimentation are forms of activity practically impossible here without the Press, forms of activity which are indispensable to a healthy intellectual life in the faculty and student body.

Of the fifty-three books published by the Press, approximately thirty have had their origin in the South. Many of these would not have been written and most of them would not have been published had this organization not been functioning.

While the development of interest among prospective authors has been fairly rapid, the development of a reading public in the South is a long-time process to which the Press can contribute directly through the effect of its own publishing, and indirectly through the stimulation of other publishing, bookselling, and library work. It has been very difficult even to interest county and state officials in such works as *County Government in North Carolina* and *The North Carolina Chain Gang,* works with which they should be intimately familiar. The Press is giving careful and constant attention to the effort to gain distribution for such works as these. In publishing such works, the first principle recognized is that the purpose of publishing such books is to get them into the hands of those people who will use them for the information they contain. The Press, in coöperation with the Institute for Research in Social Science, at present is experimenting with the price policy on these books and it is expected that a definite policy will be formed during the next year on the basis of more information than is available at present.

Three Publishing Projects

The Social Study Series edited by Dr. Howard W. Odum already consists of twenty-five volumes. Besides the general works on the background and theory of social study, this series will include important regional studies, folklore of whites and blacks, economic, religious, cultural, and other aspects of life in the South with particular reference to North Carolina. The investigational work for this series is being done by the Institute for Research in Social Science with the coöperation of the University faculty, individuals elsewhere, and the Press.

The Inter-American Historical Series as planned at present will include fifteen volumes and an atlas covering the histories of the various Hispanic-American countries. After the completion of these histories it is planned to add to the series histories of the United States and Canada. The series is under the general editorship of Professor James A. Robertson. Before starting with publication it was considered advisable to conduct an advance subscription campaign to discover the extent and degree of interest in the histories of the various Hispanic-American countries. To date there have been received approximately 435 definite subscriptions and approximately 40 probable subscriptions. The subscribers include practically all of the important libraries

throughout the United States and important libraries in England, France, Germany, Russia, Japan, China, and a few other countries. About 1,000 opinions have been received, including several hundred personal letters, giving favorable opinions on the project. The Press expects to secure a special subsidy of $25,000 to aid in bearing the expenses of publication.

The Bilingual Series is to be started only in case certain experimental work shows that it will be of value in learning the modern languages. The experiments are to be conducted by language teachers with the coöperation of psychologists and will, under varying and known conditions ascertained by careful tests, be designed to compare the results obtained in classes using the usual method and a method using texts printed with the literal translation on the facing or reverse page. The preliminary experiments will occupy one year and are being started this winter at the University of North Carolina. If successful they will be followed by at least two years' further experimentation here and elsewhere, and at the same time the Press will publish various experimental texts by which the desirability of a bilingual series for various purposes will be carefully tested and determined.

Books Published During the Last Year

1. *America and French Culture,* by Howard M. Jones.
2. *Town and Country,* by Elva E. Miller.
3. *State Movement in Railroad Development,* by C. K. Brown.
4. *Gongorism and the Golden Age,* by E. K. Kane.
5. *Gasteromycetes of the Eastern United States and Canada,* by W. C. Coker and J. N. Couch.
6. *The Romanesque Lyric,* by P. S. Allen and H. M. Jones.
7. *Lectures on Egyptian Art,* by Jean Capart.
8. *Phonophotography in Folk Music,* by Milton Metfessel.
9. *County Government in North Carolina,* by P. W. Wager.
10. *William Gregg, Factory Master of the Old South,* by Broadus Mitchell.
11. *The Negro in Contemporary American Literature,* by Elizabeth Lay Green.

In addition to the above, two issues of the *James Sprunt Historical Studies* have been published. The Press at the present time has twenty-five manuscripts in preparation and under consideration for publication.

Recommendations

The Press comes to the end of six years of publishing with an experienced personnel, an effective organization, satisfactory offices and storerooms, and the major portion of the necessary office equipment. The Press is just now getting into condition to do its best work. With the continued financial support of the University, and with the help received from other sources, the Press can probably continue without difficulty for the next few years. It is imperative, however, that the interest of friends and alumni be enlisted so that when present sources of income fail the Press will not be forced to curtail its activities.

The Press has received and wishes to acknowledge the coöperation of various members of the faculty. It is believed, however, that the faculty is not yet using the Press to the fullest possible extent, and that many desirable publishing projects are allowed to languish, which, if brought to the attention of Press executives, might readily be carried into effective operation.

Respectfully submitted,

Louis R. Wilson, *Director.*

THE INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE

REPORT OF THE DIRECTOR

To the President of the University:

I submit herewith a brief report of the work of the Institute for Research in Social Science for the academic year, 1927-1928. During the year the enlarged program which was made possible by the second grant of the Laura Spelman Rockefeller Memorial providing for a somewhat increased appropriation over a period of five years beginning July 1, 1927, was inaugurated and carried on effectively.

Professor Ernest R. Groves has continued his researches and teaching with special reference to family and parent-craft and other institutional problems; Dr. T. J. Woofter, Jr., is special technician in research and race relations; Mr. Roy M. Brown directs the researches in crime and criminal justice; Mr. Sydney Frissell specializes in southern coöperatives; Dr. Clarence Heer is specialist in taxation; Miss Harriet L. Herring in the field of social-industrial relations; Dr. Guy B. Johnson in Negro background studies; Dr. Guion Griffis Johnson in social history of North Carolina. Research assistants continued studies in the fields already inaugurated by the Institute and its members: Clifton J. Bradley and Edward A. Terry, county government and county affairs; Mary P. Smith, municipal government; Roy W. Morrison and Gustave E. Metz, child welfare; Julia C. Spruill, social attitudes; Samuel E. Rogers, crime and criminal justice. Coöperative studies were made by Rupert B. Vance inquiring into the human factors of cotton culture and its effect upon southern culture patterns; John R. Steelman in case studies of mob action in the South; J. P. McConnell in the follow-up study of released prisoners; Hugh P. Brinton in a study of the segregation of Negro offenders; and others.

A special appropriation from the Institute funds was made for the purpose of locating and purchasing southern historical source materials as a nucleus for the establishment here at the University of the most complete collection of this kind in the South.

The Institute has continued its efforts to assist the University in promoting its social science program. It has rendered special aid by providing assistants to individuals who are engaged in important tasks of research, by giving secretarial and office assistance to various individuals, and by augmenting the present University staff with research experts and teachers who come ably equipped to assist in attacking the larger social problems of the state and region. The Institute aids also in the promotion of the University of North Carolina Press program of social studies, the various coöperative efforts of the different schools and the social sciences, and in preparing leaders in teaching, research, and public service for this area.

Members of the Institute staff—Dr. Clarence Heer, Dr. Guy B. Johnson, Dr. Guion Griffis Johnson, Mr. Roy M. Brown—assisted in the special study of Negro culture on Saint Helena Island, South Carolina, under the direction of Dr. T. J. Woofter, Jr., who was given a year's leave of absence from the Institute for this special work. The data have been gathered, and analysis and interpretation are now in process. The study will be completed in 1929.

The Institute has coöperated in two studies being made by the State Board of Charities and Public Welfare—one of convicted Negro offenders sentenced to death, and the other a state-wide study of Negro child welfare.

Through a coöperative arrangement with the North Carolina Tax Commission, Dr. Heer, Mr. Bradley, and Mr. Terry have assisted the Commission in its special surveys.

In July, Mr. Sydney Frissell resigned to take up work with the United States Department of Agriculture but is continuing his study of southern coöperatives until such time as he may complete the aspects dealing with its history and farm tenancy factors. Mr. Clifton J. Bradley has been assigned the study of the economic aspects of this project.

Mr. Frank P. Graham has been appointed acting director while the director is on leave of absence for regional research and writing during the academic year, 1928-1929.

Dr. T. J. Woofter, Jr., as research professor continues as general consultant and technician in research. Dr. Rupert B. Vance has been added to the research staff to make special studies of the regional human resources of the South and to do Institute editing. In addition to Mr. Bradley, Miss Smith, Mrs. Spruill, Mr. Terry, and Mr. Metz, who are continuing as research assistants in their respective fields, the following assistants have been appointed for the coming year: Hugh P. Brinton and J. P. McConnell in the field of crime and criminal justice; Herschel L. Macon in taxation; Graham B. Dimmick in child welfare.

Special projects carried on since the last report and in varying degrees of completion have included nine county studies; studies in North Carolina municipal government; Negro economic studies; a study of Negro culture on Saint Helena Island, South Carolina; studies in Negro music and Negro voices; John Henry: a study in diffusion; a history of industrial welfare work in North Carolina; a history of the development of the textile industry in the South; family mobility in the textile industry; a study of the relative work and earnings of farm and mill families; a social history of North Carolina from 1800 to 1860; background studies of the southern whites; a study of pardon and parole; tabulation of statistics from superior court records as basic material for studies of types of crime, disposition of offenses, recidivism, etc.; mental and physical growth of children in rural and town areas; grade progress and elimination among social and industrial groups; studies in North Carolina's tax problems; a history of the southern coöperatives; studies of southern family life and of the family in isolation; the changing attitude toward women in the South; critical studies of social research.

The Institute has published during the year, *A State Movement in Railroad Development* by Cecil K. Brown; *Social Work and the Training of Social Workers* by Sydnor Walker; *William Gregg: Factory Master of the Old South* by Broadus Mitchell; *Phonophotography in Folk Music* by Milton Metfessel with an introduction by Carl E. Seashore; *County Government in North Carolina* by Paul W. Wager. The publishing program for the immediate future includes, already in press, *Public Poor Relief in North Carolina* by Roy M. Brown; *Welfare Work in Mill Villages: The Story of Extra-Mill Activities in North Carolina* by Harriet L. Herring. In manuscript form and under revision John Henry: A Study in Diffusion; A Survey of Five Hundred Mill Village Families; Negro Economic Studies; Human Factors in Cotton Culture; A Study of Mob Action in the South; Trade Unionism in the South; The Negro Sings a New Heaven; Folk Music Survivals of the White South; Constitutional Development in the South Prior to 1860; Political Theories of the Slaveholder; Musical Talent of the American Negro; Reading as a Southern Problem; A Social History of North Carolina from 1800 to 1860; A Study of Homicides in South Carolina.

The Institute continues its task with the repeated inquiry as to how it may best attack state and regional problems with a view to utilizing the combined resources of the social sciences and of state and regional forces, and with a view to making contributions of lasting value in the University's service to its constituency and to the growing body of dependable knowledge in the social sciences.

I wish to express our appreciation to you and the members of the board for generous coöperation and careful consideration of the problems and programs of the Institute.

Respectfully submitted,

H. W. ODUM, *Director.*

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